

A COMPARISON OF THE ATTITUDES OF IOWA HIGH  
SCHOOL TEACHERS AND PRINCIPALS TOWARD TEACHER  
EVALUATION AND THE PURPOSES OF TEACHER EVALUATION

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Presented to

The School of Education

Drake University

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In Partial Fulfillment of  
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Doctor of Education

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by

Randy A. Flack

May 1990

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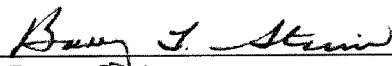
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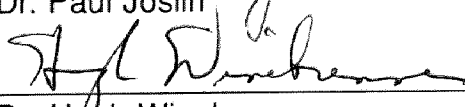
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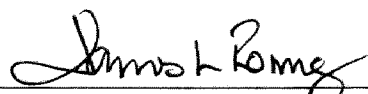
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# A COMPARISON OF THE ATTITUDES OF IOWA HIGH SCHOOL TEACHERS AND PRINCIPALS TOWARD TEACHER EVALUATION AND THE PURPOSES OF TEACHER EVALUATION

An abstract of a Dissertation by  
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May 1990  
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## The Problem

This study had two purposes, (1) to compare the attitudes of Iowa high school teachers and principals toward teacher evaluation and (2) to identify what high school teachers and principals believe the primary purpose of teacher evaluation should be.

## Procedures

The population included all high school principals and teachers in Iowa. A sample population of 137 principals and four teachers in each of their buildings was selected using a stratified random sampling technique.

Each subject was asked to respond to a questionnaire which measured their level of agreement with twelve statements addressing attitudes toward teacher evaluation and the purposes of teacher evaluation. The questionnaire was used to determine if high school teachers and principals believe the primary purpose of teacher evaluation should be to improve teacher performance.

Frequency distribution statistics were used to compare the responses of teachers and principals to each item. The probability of job category influencing responses to the questionnaire was determined by using the likelihood chi-square test.

## Conclusions

Teachers and principals agreed that the primary purpose of teacher evaluation should be to improve teacher performance, that the teacher evaluation process should not be used to determine salary level and/or pay increases, and that teacher evaluation is essential for the professional growth of teachers.

## Recommendations

Additional studies should focus on a number of independent variables that could effect teachers' and principals' attitudes toward teacher evaluation.

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## CHAPTER 1

### Introduction

#### Rationale

"Few issues in education are more explosive than the evaluation of teachers and teaching. Although evaluators agree that the major general purpose of teacher evaluation is to maintain and improve the quality of instruction, it nevertheless remains an emotional, controversial, disruptive issue." <sup>1</sup>

Kenneth Crowley raised two questions related to the teacher evaluation process:

1. "What positively influences educator attitudes toward teacher evaluation?, and
2. What should be the primary purpose of teacher evaluation?" <sup>2</sup>

Most research about teacher evaluation has focused on evaluation

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<sup>1</sup>Thomas L. McGreal, Successful Teacher Evaluation (Alexandria, Va.: Association for Supervision and Curriculum Development, 1983), p. v.

<sup>2</sup>Kenneth J. Crowley, "An Analysis of Educators' Perceptions of Teacher Evaluation Practices, Department of Defense Dependents Schools, Panama" (Ph. D. diss., Univ. of Northern Colorado), p. 66.

techniques, evaluation instruments, evaluative criteria, or the purposes of evaluation. A few studies have been conducted on teacher attitudes toward evaluation and the relationship of those attitudes to the leadership behavior of building principals. Other studies have emphasized teachers' perceptions of the purposes of teacher evaluation. Research has also been conducted that measured teacher attitudes toward evaluation, based on teachers' experiences with specific evaluation systems, methods, or evaluation instruments. Research comparing the attitudes of teachers with the attitudes of principals has primarily been directed toward a comparison of teacher and principal attitudes toward specific evaluation techniques and instruments.

Results of previous research point to a need for detailed studies concerning teacher and principal attitudes toward teacher evaluation. In a 1982 study, Carmelo V. Sapone found that school board members and school administrators held different attitudes toward teacher evaluation systems. According to Sapone, "Further research is needed at the macro level of investigation; on different aspects of board members', administrators', and teachers' perceptions and roles." <sup>1</sup>

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<sup>1</sup>Carmelo V. Sapone, "Appraisal and Evaluation Systems: Perceptions of Administrators, Teachers," NASSP Bulletin 65, no. 442 (February 1981): 30.

The most frequently mentioned purpose of teacher evaluation is to improve teaching. However, many teacher evaluation instruments are designed to perform management functions, such as maintenance of organizational efficiency. Evaluation instruments seldom include criteria that relate to improving teacher performance. The difference between what is most frequently accepted as the purpose of teacher evaluation and what is used as evaluative criteria in teacher evaluation instruments may lead to confusion among teachers and principals as to the real purpose of teacher evaluation. Principals maintain that the purpose of teacher evaluation is to improve teaching, while teachers point to the design and content of the evaluation instrument as evidence that teacher evaluation is used to perform management functions. If teachers see teacher evaluation as a tool used only to perform management functions the result may be a lack of trust between teachers and building principals, during the evaluation process.

Even though the expressed purpose of teacher evaluation is the improvement of teaching, there is evidence that many teachers view evaluation as an administrative tool used primarily to determine continuation or termination of employment. To develop positive attitudes toward teacher evaluation, school administrators and teachers need to understand the differences of opinion regarding the purposes of teacher evaluation and then develop appropriate evaluation procedures and instruments.

### Statement of the Problem

Because differences of opinion about the purposes of teacher evaluation exist, it is necessary to determine what those differences are. If teacher evaluation is to improve teaching, principals and teachers need to share similar attitudes toward teacher evaluation and its purposes. At the very least, principals should know the attitudes teachers have toward teacher evaluation and teachers should know the attitudes principals have toward teacher evaluation. A study comparing the attitudes teachers have toward teacher evaluation with the attitudes of principals may provide information that will assist in the development of evaluation procedures and instruments that lead to the improvement of teaching.

### Purpose of the Study

The purpose of this study was to compare the attitudes of high school teachers and principals toward teacher evaluation and its purposes. The study used responses from Iowa high school teachers and principals. The study attempted to:

1. compare what Iowa high school teachers and principals believe to be the primary purpose of teacher evaluation,
2. compare teachers' and principals' attitudes toward using the teacher evaluation process to determine teacher salaries,

3. compare teachers' and principals' attitudes toward the comfort level of teachers during informal and/or formal classroom observations, and
4. compare the attitudes of teachers and principals toward using teacher evaluation as an essential ingredient for teachers' professional growth.

### Significance of the Study

Graduate students preparing for positions as school administrators receive training in the supervision of personnel and the evaluation of teachers. They are taught that the primary purpose of teacher evaluation is to improve classroom teaching. Prospective building principals learn that their primary responsibility will be to help teachers improve their teaching skills.

In graduate course work little time is given to the discussion of teacher attitudes toward teacher evaluation. It would be beneficial to prospective principals to understand the attitudes teachers hold toward teacher evaluation. Teachers would benefit from learning what principals believe the primary purpose of teacher should be.

New principals should benefit from learning how teachers view the teacher evaluation process. If teachers believe the purpose of teacher evaluation is to improve teaching, and if they have a positive attitude toward teacher evaluation, new principals may experience success in their initial attempts with the teacher evaluation process. If teachers hold negative attitudes toward teacher evaluation, new principals may find it difficult to demonstrate

their ability to use evaluation to help teachers improve their teaching skills.

Recent action taken by the Iowa Legislature places increased emphasis on teacher evaluation. In 1986, legislation was approved that requires an evaluator approval endorsement for any school employee responsible for the evaluation of other certified employees. To receive this endorsement a program of study must be completed that includes the analysis of lesson plans, supervised classroom observation, analysis of data, performance improvement strategies, and training in communication skills. The development of performance improvement strategies is an important goal of the program. The requirement emphasizes the importance of using teacher evaluation systems to improve teacher performance. An understanding of teachers' attitudes toward evaluation may contribute to the development of evaluation systems that stress the improvement of teaching. Data from this study, identifying teacher attitudes toward evaluation, could be used as introductory material for course work that would satisfy endorsement requirements. Emphasis should be placed upon the need for teachers and principals to understand the primary purpose of teacher evaluation. Information from this study may be used in administrator certification programs and may contribute to the training building principals must receive to acquire the evaluator approval endorsement.

Performance-based pay systems have been introduced in several school districts across the country. House file 499, the Educational Excellence Act, was enacted by the Iowa Legislature in 1987. This law called for the implementation of performance-based pay systems in Iowa schools.

Performance-based pay is usually determined after building principals complete a formal evaluation of a teacher's classroom performance. Using evaluation systems to determine teacher salaries is far removed from the purpose of improving teacher performance.

Implementation of this legislation places increased emphasis on using teacher evaluation as a method for determining teacher salaries. It may add to the potential for increased dissatisfaction with teacher evaluation systems. This study compared the attitudes of Iowa high school teachers and principals toward using teacher evaluation to determine teacher salaries.

### Hypotheses

The following hypotheses were tested:

1. Teachers and principals agree that the primary purpose of teacher evaluation should be to improve teacher performance.
2. Teachers and principals agree that the teacher evaluation process is an effective method for identifying ways to improve teacher performance.
3. Teachers and principals agree that the teacher evaluation processes used in their schools lead to improved teacher performance.
4. Teachers and principals agree that the evaluation of a teacher's performance is essential to a teacher's professional growth.

5. Teachers and principals agree that teacher evaluation is necessary for the identification of weak or incompetent teachers.
6. Teachers and principals agree that the teacher evaluation process encourages teachers to evaluate their own teaching performances.
7. Teachers and principals agree that the teacher evaluation process is a threatening experience for teachers.
8. Teachers and principals agree that teachers are comfortable when principals make informal classroom observations.
9. Teachers and principals agree that teachers are comfortable when principals make formal classroom observations.
10. Teachers and principals agree that the principal's roles as evaluator and instructional leader are in conflict.
11. Teachers and principals agree that the teacher evaluation process should be used to determine salary level and/or pay increases.

### Statement of General Methodology

#### Instrumentation

A questionnaire was developed to determine the attitudes of high school teachers and high school principals toward teacher evaluation. Teachers and principals were asked to identify what they believed to be the primary purpose of teacher evaluation. Identical questionnaires, consisting of a Likert-type scale, were completed by the respondents.



### Sampling

Stratified random sampling was used to ensure that responses were gathered from school districts in proportion to the number of school districts existing in Iowa of similar size. Since there is a higher percentage of small schools in Iowa, more teachers and principals from small schools were selected to participate in the study. Questionnaires were mailed to principals in 137 schools. The principals and four teachers from each school, selected through random sampling, were asked to complete the questionnaire.

### Limitations

The principal in each building selected four teachers from a random sample of six names sent in the packet of materials. This could have resulted in a selection of four teachers who would closely agree with the principal's opinions.

One hundred thirty-seven principals and 548 teachers were asked to respond to the survey. Responses were received from 83 principals (61%) and 288 teachers (53%).

The survey instrument does not lend itself to a normal distribution. Conclusions reached in this study were based on medians and modes. These are less powerful statistics, but appropriate for a study using ordinal data.

The study obtained the opinions of principals and teachers. The results

of the study did not consider other factors that could have effected responses to the survey items. The respondents' ages, experience, and experiences with termination are factors that would be appropriate for future studies.

Teachers were assured of anonymity but the possibility of negative responses being revealed to supervisors may have caused respondents to respond differently than their true opinions.

## CHAPTER 2

### Review of the Literature

#### Introduction

Teacher evaluation has been the subject of many books, research studies, and educational articles. This review of the literature is limited to studies and articles pertaining to :

1. the purpose(s) of teacher evaluation,
2. the attitudes of high school teachers and high school principals toward teacher evaluation, and
3. a comparison of teachers' and principals' attitudes toward teacher evaluation.

#### The Purposes of Teacher Evaluation

"Before evaluation is to be effective for the improvement of the educational system, it is necessary to clearly define the purpose that it is to serve." <sup>1</sup>

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<sup>1</sup>Herbert Holleman, "A Key Respondent Investigation of Teacher Attitudes about Teacher Evaluation in the Durham County Schools" (Ph. D. diss., Univ. of North Carolina, 1981), p. 141.

Possibly the most important step in the development of an effective teacher evaluation system is a statement concerning the purpose of teacher evaluation. It is essential that a teacher evaluation system include a philosophy that states the purpose of the evaluation system. According to Kenneth Crowley, an important question to be answered during the development of an evaluation system is, "What should be the primary purpose of teacher evaluation?" <sup>1</sup>

A review of the literature suggests that there are several purposes of teacher evaluation. Teacher evaluation is used to improve teaching and to perform administrative or management functions. Management functions include decisions concerning teacher compensation, continuation of employment, or termination of the teaching contract.

Richard Stiggins addressed the problem in attempting to determine the purpose of teacher evaluation by stating, "The paradox of teacher evaluation is that it holds the potential to help nearly every teacher improve, yet in actual practice it helps almost no one." <sup>2</sup>

Crowley wrote about frequent differences of opinion when teachers and principals stated what they believed the purpose of the teacher evaluation process was. Crowley maintained that teachers viewed the teacher evaluation

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<sup>1</sup>Crowley, 66.

<sup>2</sup>Richard J. Stiggins and Daniel Duke, The Case for Commitment to Teacher Growth. (Albany, New York: University of New York Press, 1988), p. 1.

process as a system used to perform management functions. Principals claimed to view the teacher evaluation process as a system used to improve teacher performance.

The literature suggests that the most frequently stated purpose of teacher evaluation is different from the function that is served by most teacher evaluation systems. While most administrators agree that evaluating teacher performance is the most important function of building principals, there appears to be a variety of opinions as to how evaluation systems are used.

Holleman identified three common purposes for the teacher evaluation process:

1. for improving the quality of instruction,
2. to validate the selection process, and
3. for the distribution of rewards and sanctions.<sup>1</sup>

Carolyn Wood and Paul A. Pohland, in a study of teachers from 363 school districts, identified four responses as the most frequently mentioned purposes of teacher evaluation:

1. to improve teaching performance,
2. to decide on renewed appointment of probationary teachers,
3. to recommend probationary teachers for tenure or continuation of contract, and

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<sup>1</sup>Holleman, 44-45.

4. to recommend dismissal.<sup>1</sup>

The Wood and Pohland study shows that the improvement of teaching performance is merely one of the four purposes of teacher evaluation mentioned by the teachers in their study.

Administrators who participated in the Wood and Pohland study ranked "the improvement of teaching performance as the primary purpose of teacher evaluation."<sup>2</sup> Richard Larson states that, "In fact, most administrators agree that evaluating teacher performance is the most important function of principals."<sup>3</sup>

Wood and Pohland stressed the "disparity between the philosophy of teacher evaluation as a mechanism for improving teaching and the practice of teacher evaluation as a tool for administrative decision making."<sup>4</sup> Criteria used in evaluation instruments reviewed in the study placed a strong emphasis on using teacher evaluation to perform administrative or maintenance functions.

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<sup>1</sup>Carolyn J. Wood and Paul A. Pohland, "Teacher Evaluation and the Hand of History," The Journal of Educational Administration 21, no. 2 (Summer 1983): 169.

<sup>2</sup>Wood and Pohland, 169.

<sup>3</sup>Richard Larson, "Teacher Performance Evaluation--What Are the Key Elements?" NASSP Bulletin 68, no.469 (February 1984): 13.

<sup>4</sup>Wood and Pohland, 169.

In an attempt to define the purpose of teacher evaluation, Richard Stiggins concluded that there are two purposes for teacher evaluation: "1) to provide information for use in personnel management systems to promote educational accountability, and 2) to promote the professional development of teachers." <sup>1</sup> Stiggins contends that, "Teachers' improvement needs are not met, through the evaluation process." <sup>2</sup> Stiggins found that most teacher evaluation systems serve only the accountability function.

Paul Le Brun, in a summary of a Rand Study, concluded that the primary purpose of a performance appraisal system is a "concern for the quality of education." <sup>3</sup> However, Le Brun continued by stating that "few districts use performance evaluation systems to improve the quality of teaching." <sup>4</sup>

Identifying the purposes of teacher evaluation is essential for an effective evaluation process. "A recurring theme in almost all successful evaluation systems is the importance of establishing a clear understanding of the purposes

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<sup>1</sup>Richard J. Stiggins, "Teacher Evaluation: Accountability and Growth Systems--Different Purposes," NASSP Bulletin 70, no. 490 (May 1986): 51.

<sup>2</sup>Stiggins, 53.

<sup>3</sup>Paul F. Le Brun, Jr., "Appraising Teacher Performance: A Catalyst to Improvement," NASSP Bulletin 70, no. 492 (October 1986): 56.

<sup>4</sup>Le Brun, 56.

of the system, which must then be reflected in procedures and processes." <sup>1</sup>

Although perspectives differ, most research (Bolton, 1973; Denham, 1987; Harris, 1986; and Redfern, 1980) concludes that the major purposes of teacher evaluation are to:

- "1) Provide a process that allows and encourages supervisors and teachers to work together to improve and enhance classroom instructional practices.
- 2) Provide a process for bringing structural assistance to marginal teachers.
- 3) Provide a basis for making more rational decisions about the retention, transfer, or dismissal of staff members.
- 4) Provide a basis for making more informed judgements about differing performance levels for use in compensation programs such as merit pay plans or career ladder programs.
- 5) Provide information for determining the extent of implementation of knowledge and skills gained during staff development activities and for use in judging the degree of maintenance of the acquired knowledge and skills." <sup>2</sup>

McGreal went on to state that the prevalent attitude among principals and

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<sup>1</sup>McGreal, vii.

<sup>2</sup>McGreal, vii.



teachers is that the "purpose of teacher evaluation is to bring improvement."<sup>1</sup> To emphasize improvement, the evaluator must, "separate teacher evaluation from teaching evaluation."<sup>2</sup>

According to Richard Larson, the philosophy of an effective teacher evaluation system is based on "an assertion that the primary purpose of evaluation is to improve teaching performance."<sup>3</sup>

Most research on the subject of teacher evaluation supports Larson's statement. However, there appears to be little evidence that significant improvement results from the teacher evaluation process. In a study conducted by Kuzsman (1972-82), only four percent of the ten thousand teachers responding to his survey credited improvement in teaching to the teacher evaluation process. Eighty-nine percent of the respondents indicated there was no improvement in teaching.

According to Stiggins, the success of recent reforms such as merit pay and master teacher programs depend on effective evaluation procedures. However, Stiggins maintains that most teacher evaluation procedures are not effective. Instead, "The evaluations of teacher performance carried out in most schools are brief, superficial, pro forma affairs involving a few moments of

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<sup>1</sup>McGreal, 303.

<sup>2</sup>McGreal, 303.

<sup>3</sup>Larson, 15.

classroom observation every year or two followed by the completion of a required evaluation report form, which is signed by all interested parties and filed away never to be seen again. Such cursory assignments are incapable of serving the evaluation needs of schools interested in rewarding outstanding performance and do little to promote the professional development of teachers." <sup>1</sup>

Evaluation instruments are most likely to contain criteria used for administrative purposes. The products of these summative evaluation tools usually result in rewards for, or sanctions against, classroom teachers. There appears to be little formative criteria included in evaluation tools that would lead to improved teacher effectiveness.

State legislation is also mentioned as a reason for conducting teacher evaluation. Jason Millman listed "meeting state mandates" as one of three major purposes for teacher evaluation. <sup>2</sup>

A 1988 study conducted by the Educational Research Service concluded that a teacher evaluation system must serve three purposes:

- "1. To ensure that all teachers are at least minimally competent;
2. To improve further the performance of competent teachers;

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<sup>1</sup>Stiggins, 1.

<sup>2</sup>Jason Millman, ed., Handbook of Teacher Evaluation, (Beverly Hills, Calif.: National Council on Measurement in Education, Sage Publications, 1981), p. 12.

3. To identify and recognize the performance of outstanding teachers." <sup>1</sup>

Patrick Bickers summarized the research by stating, "Researchers generally agree that the primary purpose of evaluation should be to improve teacher performance." <sup>2</sup> Research completed by the Educational Research Service, using responses from 909 superintendents, showed that, "More school districts put their primary emphasis on improving teacher performance than on any other aspect of teacher evaluation." <sup>3</sup>

Ronald W. Lamb wrote, "Evaluating teachers is one of the principal's most challenging and important responsibilities. Because a school's success depends largely on how well teachers teach, it is up to the principal to make sure instruction is of the highest quality." <sup>4</sup>

According to Carolyn Guss, the most important contribution of a supervisor is "helping teachers improve classroom instruction." <sup>5</sup> William

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<sup>1</sup>Patrick M. Bickers, Teacher Evaluation: Practices and Procedures, (Arlington, Va.: Educational Research Service, 1988), p. 1.

<sup>2</sup>Bickers, 1.

<sup>3</sup>Bickers, 1.

<sup>4</sup>Ronald W. Lamb and M. Donald Thomas, "The Art and Science of Teacher Evaluation," Principal 61 (September 1981): 45.

<sup>5</sup>Carolyn Guss, "How Is Supervision Perceived?" Educational Leadership 39, no. 2 (November 1981): 101.

Castetter asserted that, "Advancing the self-development of personnel is the primary mission of the performance appraisal system." <sup>1</sup>

Thomas Gordon maintains that an effective teacher evaluation system should:

- "1) Enhance work and make it a more need-fulfilling experience;
- 2) Demonstrate to teachers that their ideas and contributions are valued and needed;
- 3) Provide guidance so that teachers can grow and develop, and become more competent and effective; and
- 4) Expand teachers' sense of freedom and self-determination through involvement in improving their own performance." <sup>2</sup>

Gordon went on to state, "An evaluation strategy should be designed to protect a teacher from unjust criticism as well as to provide specific information to the teacher whose work is unsatisfactory, so that the teacher may have adequate opportunity for improvement. Most importantly, it must provide a fair and systematic method of identifying the teacher who is unable or unwilling to meet minimal district standards and must be dismissed." <sup>3</sup>

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<sup>1</sup>William B. Castetter, The Personnel Function in Educational Administration, 2nd ed. (New York: Macmillan, 1976), p. 245.

<sup>2</sup>Thomas Gordon, Leader Effectiveness Training (Dunmore, Pa., Wyden Books, 1977), p. 240.

<sup>3</sup>Gordon, 240.

Even though Gordon identified teacher improvement as the primary purpose of teacher evaluation, he also mentioned the importance of using the evaluation system to identify teachers who needed to be removed from their teaching positions. The dismissal of a teacher from a teaching position is an administrative task. Using the teacher evaluation process to dismiss a teacher overshadows the use of the process to improve instruction. While it is important to identify incompetent teachers, the teacher evaluation process loses its effectiveness as a tool for improvement of teaching if it is used primarily as a tool for dismissal. It becomes a threat to the professional future of the teacher and a threatening experience for all teachers being evaluated.

If a teacher feels threatened during the evaluation process, the teacher can become confused as to the purpose of teacher evaluation. While the building principal may stress his or her commitment to helping teachers improve, the teachers remain very aware of the potential for dismissal. Gene Glass stated, "Most teachers see self-growth and accountability as the purpose of teacher evaluation."<sup>1</sup> Self-growth may lead to improved teacher performance, but using the evaluation system for teacher accountability is an administrative function of the evaluation process.

Even though using teacher evaluation for instructional improvement is stressed, it is common for researchers to identify the performance of

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<sup>1</sup>Gene Glass, "How Teachers View Teacher Evaluation," Education 102, no. 2 (Winter 1981): 131.

administrative functions as a purpose for teacher evaluation that goes hand-in-hand with teacher improvement. Carolyn Wood wrote that the primary purpose of teacher evaluation is to "improve teaching performance."<sup>1</sup> However, through her research she found that the improvement of teaching skills is "not usually the true purpose."<sup>2</sup> In fact, Wood found that most evaluation instruments focus on the school's organizational maintenance functions. The teacher evaluation instruments had little effect on improving teaching. Most items on evaluation instruments were found to include information used for administrative purposes or organizational maintenance. While administrators maintain that the primary purpose of evaluation is to improve teacher performance, teachers are evaluated with instruments that seldom address teaching skills. Thus, teachers may view teacher evaluation as a process that serves a function other than for the improvement of teacher performance.

Gary Embretson supported the feelings a teacher might develop by stating that teacher evaluation serves a "management function."<sup>3</sup> Embretson found that the teacher evaluation process is used to maintain organizational

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<sup>1</sup>Wood and Pohland, 169.

<sup>2</sup>Wood and Pohland, 169.

<sup>3</sup>Gary Embretson, Ellen Ferber, and Terry Langager, "Supervision and Evaluation: Helping Teachers Reach Their Maximum Potential," NASSP Bulletin 68, no. 469 (February 1984): 27.

efficiency, establish standards for staff performance, and appraise staff performance. All serve administrative functions.

There are a variety of opinions regarding the functions of teacher evaluation. Thomas McGreal identified six functions of the teacher evaluation process.

- "1) To improve teaching through the identification of ways to change teaching systems, teaching environments, or teaching behaviors.
- 2) To supply information that will lead to the modification of assignments, such as placements in other positions, promotions, and terminations.
- 3) To protect students from incompetence, and teachers from unprofessional administrators.
- 4) To reward superior performance.
- 5) To validate the school's selection process.
- 6) To provide a basis for teachers' career planning and professional development." <sup>1</sup>

Dale Bolton summarized the list by stating that the general purpose of teacher evaluation is, "to safeguard and improve the quality of instruction received by students." <sup>2</sup>

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<sup>1</sup> McGreal, vii.

<sup>2</sup> McGreal, vii.

According to William Castetter, "The appraisal process is an administrative activity designed to assist personnel achieve individual as well as organizational goals." <sup>1</sup>

Recent studies have addressed the purposes of teacher evaluation based on what the system is supposed to accomplish as opposed to the purpose that teacher evaluation systems seem to serve. Teacher evaluation systems are frequently classified into two types of systems: 1) formative systems, that are designed to assist all teachers, and 2) summative systems, designed to determine the futures of relatively few teachers. The purpose of formative teacher evaluation is to promote excellence, in the interest of teachers and students. The purpose of summative evaluation is to eliminate incompetent teachers, or reward those who do an exceptional job. According to Jason Millman, "The formative evaluation system provides information to teachers, permitting them to improve their own performances. The summative evaluation system serves only administrative purposes." <sup>2</sup>

Several authors, after conducting their research, have concluded that there are a variety of purposes for conducting teacher evaluation. Improvement of teaching, distribution of rewards or sanctions, and the recommendation for tenure or dismissal are all given as purposes for teacher evaluation. A review

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<sup>1</sup>Castetter, 232.

<sup>2</sup>Millman, 12.



of the literature may lead to the conclusion that teacher evaluation is used to improve teaching and to perform management functions. Most researchers concluded that the most frequently mentioned purpose for teacher evaluation was to improve teaching. Even though a variety of other purposes for performing teacher evaluation are listed, they primarily serve management functions that promote organizational efficiency. Validation of the selection process, promotion of accountability, payment for performance, and evaluating for promotion or termination are management functions of the teacher evaluation process.

Stiggins, although mentioning a variety of purposes for teacher evaluation, concluded that, "Local teacher evaluation systems often are designed to serve two purposes. The first is a summative evaluation purpose, in which evaluation provides information for use in making personnel management decisions, such as dismissal, promotion, and salary increases. The second purpose is to promote the professional development of teachers." <sup>1</sup>

The perceptions of teachers and principals toward using teacher evaluation to improve teaching, as opposed to performing management functions, will have a direct relationship to their attitudes toward teacher evaluation. Teachers and/or principals who believe the purpose of teacher evaluation is to improve performance will likely express positive attitudes

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<sup>1</sup> Stiggins, 2.

toward the teacher evaluation process. Those whose experiences include the use of the process for administrative functions may hold more negative attitudes toward the teacher evaluation process.

### Attitudes toward Teacher Evaluation

Attitudes toward teacher evaluation can have an important influence on the success of any teacher evaluation system. Teachers who hold negative attitudes toward evaluation are not likely to benefit from an evaluation of their teaching performance. "Most teachers do not like to be supervised, even though it is a required part of their training and professional work. They react defensively to supervision, and they do not find it helpful." <sup>1</sup>

Negative attitudes toward teacher evaluation are the product of the threat a negative evaluation can have upon the future employment of a teacher. "People tend to be anxious when they know they are being evaluated, especially if negative evaluations threaten their jobs." <sup>2</sup>

Using teacher evaluation systems to determine monetary incentives to reward superior performance is gaining acceptance in various parts of the country. However, using the teacher evaluation process to determine monetary

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<sup>1</sup>Keith Acheson and Merideth Gall, Techniques in the Clinical Supervision of Teachers (New York: Longman, Inc., 1980), p. 6.

<sup>2</sup>Acheson and Gall, 7.

incentives is still quite controversial. In fact, merit pay can contribute to negative attitudes toward teacher evaluation.

According to research conducted by the Educational Research Service, opponents of merit pay maintain that such systems, "spread dissension among teachers, diminish teachers' intrinsic motivation for teaching, and deemphasize teacher improvement as a priority." <sup>1</sup>

It is essential that principals understand the fears some teachers have of teacher evaluation. These fears may be more completely understood by gaining information about teacher attitudes toward evaluation. According to Mildred Ness, information from a study conducted for the American Association for School and Curriculum Development leads to the assumption, "that the authority to evaluate personnel carries with it fear of being judged, and this fear stands in the way of helping teachers." <sup>2</sup>

In his 1985 study on teachers' perceptions of teacher evaluation practices, Kenneth J. Crowley stressed the importance of teachers' attitudes toward teacher evaluation. "Just as important as the criteria and purposes of teacher evaluation are teacher attitudes toward the evaluation process." <sup>3</sup>

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<sup>1</sup>Bickers, 16.

<sup>2</sup>Mildred Ness, "The Administrator As Instructional Supervisor," Educational Leadership 37, no.5 (February 1980): 406.

<sup>3</sup>Crowley, 29.

According to Crowley, "Teacher evaluation can be used as a powerful enforcer or a strong motivator. Significantly, the way it is perceived by teachers affects their response to the process." <sup>1</sup>

After completing his research on teacher attitudes toward teacher evaluation, Crowley stated that, "Teachers generally will perceive present evaluation practices with less contentment than principals. A difference in the value systems (policies) appears to exist between teachers and principals." <sup>2</sup>

According to Roderick L. Wagoner and James P. O'Hanlon, teachers who view teacher evaluation positively "are more likely to benefit than those teachers who hold a less favorable attitude." <sup>3</sup>

Difficulties resulting from the teacher evaluation system come from "poor teacher and principal attitudes toward evaluation." <sup>4</sup> "The system is the problem." <sup>5</sup> McGreal stated that summative evaluation systems are designed to obtain documentation of inappropriate teacher behavior. These systems

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<sup>1</sup>Crowley, 1.

<sup>2</sup>Crowley, 117.

<sup>3</sup>Roderick Wagoner and James O'Hanlon, "Teacher Attitudes toward Evaluation," Journal of Teacher Education 19, no. 4 (Winter 1968): 472.

<sup>4</sup>McGreal, vii.

<sup>5</sup>McGreal, viii.

promote negative feelings, which lead to a lack of teacher participation in the evaluation process. This lack of participation lessens the likelihood of altering classroom behavior.

According to Mildred Ness, "Evaluation is not to be feared; it is a logical, accountable way to reach mutually desired goals." <sup>1</sup> However, Ness went on to report that, "Our study reveals a conflict; teachers want direct assistance to improve the learning opportunities of children, but they see supervisors in administrative roles not directly related to improving instruction." <sup>2</sup> The assumption is "implied and stated, that the authority to evaluate personnel carries with it fear of being judged, and this fear stands in the way of helping teachers." <sup>3</sup> If this fear exists, Ness contends that teacher evaluation is not a consultative, helping process.

To promote a feeling of trust and the establishment of common goals, positive attitudes toward teacher evaluation are necessary. Castetter writes that, "Performance appraisal is not something an administrator does to, but does for personnel." <sup>4</sup> "Evaluation systems work best when they are viewed as

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<sup>1</sup>Ness, 406.

<sup>2</sup>Ness, 406.

<sup>3</sup>Ness, 408.

<sup>4</sup>Castetter, 234.

a subset of a bigger movement - a district wide commitment to the enhancement of classroom instruction." <sup>1</sup>

Robert Garawski wrote that the teacher evaluation process is often viewed as a fault finding exercise. According to Garawski, the building principal, "must convey that evaluation is a 'shared' experience, or there is a risk of failure." <sup>2</sup> If the atmosphere of sharing is not realized, a "vigilant atmosphere will pervade the evaluation setting with defensive behavior resulting instead of the intended cooperative spirit." <sup>3</sup>

According to LeBrun, "Current evaluation practices are ill-formed conceptually and operationally because: 1) they are efficiency rather than operationally oriented, 2) they focus upon past individual performance rather than future organizational performance, 3) they almost inevitably lead to adversarial rather than collegial/professional relationships, and 4) they are almost totally divorced from the broader staffing process. The adversarial role is structured and the principal-teacher team concept is diminished." <sup>4</sup>

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<sup>1</sup>McGreal, 4.

<sup>2</sup>Robert A. Garawski, "Successful Teacher Evaluation Not A Myth," NASSP Bulletin 64, no. 433 (March 1980): 2.

<sup>3</sup>Garawski, 2.

<sup>4</sup>Le Brun, 58.

To successfully improve classroom instruction, the school principal must be removed from the adversarial relationship that appears to exist in many teacher evaluation systems. Ann Hassenpflug, stated, "The annual or semiannual evaluation visit from the principal can be a source of tension in a school."<sup>1</sup> Tension increases because the evaluation process in many schools is viewed as a fault-finding exercise. According to Millman, "Being evaluated can be frightening."<sup>2</sup>

This adversarial role limits the potential success of a teacher evaluation system. Le Brun, states, "If the evaluator feels compelled to find something wrong, the teacher naturally becomes defensive."<sup>3</sup>

Robert Glass, in a study conducted in 1975, concluded that teacher evaluation "can cause distrust; and may suppress improvement."<sup>4</sup> These teacher attitudes, possibly influenced by previous experiences of the teachers, may limit any potential contribution toward improvement of teaching skills.

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<sup>1</sup>Ann Hassenpflug, "Teacher-Administrator Cooperation: A Necessity for the Effective School," NASSP Bulletin 70, no. 490 (May 1986): 39.

<sup>2</sup>Millman, 12.

<sup>3</sup>Le Brun, 58.

<sup>4</sup>Glass, 131.

The evaluation process used in individual schools is the key to teachers' attitudes toward teacher evaluation. Rebecca Turner found that 52 percent of the teachers participating in her study stated that teacher evaluation had a negative impact, or no impact on their teaching. According to Turner's research, the teachers' composite of a "good" evaluation system included: "1) a principal who is a common sight in the classroom, one who makes several formal and informal observations, 2) a principal who provides specific information related to the teacher's performance, and 3) a principal who welcomes teacher input." <sup>1</sup> Most teachers participating in the study maintained that their principals merely "go through the motions" in the evaluation process. <sup>2</sup>

Roderick Wagoner and Robert O'Hanlon wrote that, "Teacher attitudes affect the capability to profit from evaluation." <sup>3</sup> Wagoner and O'Hanlon contend that, "Teacher feelings toward evaluation are negatively affected by, 1) systems that promote low teacher involvement, 2) supervisors making ratings between teachers, and 3) a heavy emphasis on administrative criteria." <sup>4</sup> If

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<sup>1</sup> Rebecca R. Turner, "What Teachers Think about Their Evaluations," Education Digest 52, no. 6 (February 1987): 41.

<sup>2</sup> Turner, 41.

<sup>3</sup> Wagoner and O'Hanlon, 471.

<sup>4</sup> Wagoner and O'Hanlon, 471.



teacher attitudes are positive, the teacher is more likely to benefit from the evaluation. If evaluation is perceived as a threat, little benefit will result.

William Castetter writes, "Personnel reaction to traditional performance appraisal systems is strong in its contention that a host of administrative barbarities have been perpetrated upon them in the name of appraisal." <sup>1</sup>

In a study conducted by Acheson and Gall, one teacher stated, "What gripes me about this so-called supervision is that the principal only comes into my classroom once a year for about an hour. It's a scary, unpleasant experience." <sup>2</sup> The pervasive nature of these negative attitudes toward evaluation is shown in Acheson and Gall's study, which included responses from over 2500 teachers. Results of the study showed that only "one and one-half percent of the teachers perceive supervisors as a source of new ideas." <sup>3</sup>

Cogan says, "Psychologically, (supervision) is almost inevitably viewed as an active threat to the teacher, possibly endangering his professional standing and undermining his confidence." <sup>4</sup> This feeling is supported by

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<sup>1</sup>Castetter, 235.

<sup>2</sup>Acheson and Gall, 3.

<sup>3</sup>Acheson and Gall, 6.

<sup>4</sup>Acheson and Gall, 6.

Blumberg's assertion that, "Supervision is seen as a part of the system that exists but does not play an important role in their professional lives." <sup>1</sup>

Francis Kuzsman and Austin Harte summarized their findings from interviews with over 10,000 teachers, from 1972-1982. Fifty-three percent of the teachers expressed "considerable anxiety" about being supervised, while 47 percent of the teachers expressed little or no anxiety toward supervision. <sup>2</sup> According to Kuzsman and Harte, only 4 percent of those teachers credited improved teaching to the teacher evaluation process. Of those 10,000 teachers, 89 percent stated there was no improvement in their teaching skills through the teacher evaluation process.

Ben Brodinsky identified several factors as sources of teacher dissatisfaction. These factors, all identified by teachers as contributing to dissatisfaction were: 1) low quality of teacher relationships with administrators, 2) confusion about teacher responsibility, 3) lack of positive reinforcement, and 4) lack of feedback regarding teacher performance." <sup>3</sup>

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<sup>1</sup>Acheson and Gall, 6.

<sup>2</sup>Francis I. Kuzsman and Austin Harte, "Teacher Supervision and Classroom Improvement," The Education Digest 51, no.1 (September 1985): 30.

<sup>3</sup>Ben Brodinsky, "Teacher Morale: What Builds It, What Kills It," The Education Digest 50, no. 3 (November 1984): 12.

A 1980, Association for Supervision and Curriculum Development report said, "Our study reveals a conflict; teachers want direct assistance to improve the learning opportunities of children, but they see supervisors in administrative roles not directly related to improving instruction." <sup>1</sup> The majority of the teachers participating in the study indicated that they believed that teacher evaluation serves only management functions.

According to Dale Bolton, "If the prime thrust of teacher evaluation is survival, then evaluation is suspect." <sup>2</sup> Teachers who believe evaluation threatens their survival as a teacher will probably develop a negative attitude toward teacher evaluation. Amatoi Etzioni stated that, "An inherent problem with superordinate level evaluation was the perceived threat that it represented to the person being evaluated." <sup>3</sup>

The criteria used to determine teacher effectiveness can influence teacher attitudes toward the evaluation process. According to Acheson and Gall, "Teachers are most threatened when they are unaware of the criteria by

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<sup>1</sup>Ness, 405.

<sup>2</sup>Dale L. Bolton, Selection and Evaluation of Teachers (Berkely, Calif., McCutchan, 1973), p. 37.

<sup>3</sup>Acheson and Gall, 27.

which they will be judged and when they do not trust the evaluator's ability to be fair." <sup>1</sup>

Since the criteria used in an evaluation instrument is often mandated by state law or a negotiated contract, the opportunity for dissatisfaction with the teacher evaluation process exists. Glasman and Paulin maintain that mandated evaluation is opposed because teachers believe they are evaluated on criteria that is not under their control. Glasman goes on to state that, "The teacher's willingness to be evaluated is determined by the teacher's trust and confidence in the evaluator." <sup>2</sup>

Not all teachers view the teacher evaluation process as an "experience to be avoided at all costs." <sup>3</sup> Wagoner and O'Hanlon maintain that teachers hold a "less negative attitude than assumed." <sup>4</sup> According to Thomas Petrie, two myths exist in assessing attitudes toward teacher evaluation. "1) Evaluation and supervision are incompatible, and 2) teachers don't like evaluations." <sup>5</sup>

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<sup>1</sup>Acheson and Gall, 16.

<sup>2</sup>Naftaly S. Glasman and Pauline J. Paulin, "Possible Determinants of Teacher Receptivity to Evaluation," Journal of Educational Administration 22, no. 2 (Summer 1982): 148.

<sup>3</sup>Wagoner and O'Hanlon, 472.

<sup>4</sup>Wagoner and O'Hanlon, 472.

<sup>5</sup>Thomas A. Petrie, "Ideas That Hinder Evaluation--Debunking the Myths," NASSP Bulletin 66, no. 458 (December 1982): 54.

After completing his research, Petrie concluded that, "Teachers expect their leaders to engage in evaluations and they know that the principal must make certain judgements." <sup>1</sup>

Crowley found that some teachers view teacher evaluation as a positive experience but qualified his assertion by stating that, "Those who view it positively are more likely to benefit than those who hold a less favorable attitude." <sup>2</sup>

Teacher attitudes toward teacher evaluation have been researched more frequently than the attitudes of principals. However, the attitudes of principals are often the keys to a successful evaluation process. "A principal's attitudes and procedures can make the evaluation program an enlightening, interesting, exciting venture or one that is frustrating, based on fear, and viewed negatively by those involved." <sup>3</sup>

Often, the principal appears to be caught between two conflicting roles, that of an evaluator or as a facilitator for instructional improvement. Even though principals realize a responsibility to assist in teachers' professional growth, they are also required to make written evaluations that may determine

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<sup>1</sup>Petrie, 54.

<sup>2</sup>Crowley, 1.

<sup>3</sup>Acheson and Gall, 15.

continuation or termination of a teacher's employment. The conflict facing principals also influences the teachers they evaluate. "Teachers feel the conflict, too. They do not know whether to rely on the supervisor for support or avoid the supervisor for fear of being criticized." <sup>1</sup>

Eugene Kelly and Bob Taylor recently conducted a study investigating the principal's dual roles of supervisor and evaluator of instruction and the perceptions of role conflict between them and their teachers. According to Kelly and Taylor, the principal's responsibility to help teachers improve their teaching skills while also evaluating for teacher competency, "places administrators in a potential role conflict situation, for they are often expected to be helpful and non-threatening while supervising instruction. On the other hand, they regularly make judgemental evaluative statements concerning the teacher's instruction."<sup>2</sup>

Nearly one-half of the principals and teachers participating in the study indicated that there was a potential role conflict between supervision and evaluation of instruction. However, participants in the study, "basically believed

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<sup>1</sup>Sarah J. Stanley and W. James Popham, Teacher Evaluation: Six Prescriptions for Success, (Alexandria, Va.: Association for Supervision and Curriculum Development, 1988), p. vi.

<sup>2</sup>Eugene W. Kelly and Bob L. Taylor, "Administrative Role Conflict in the Supervision and Evaluation of Secondary Teachers," NASSP Bulletin 74, no. 523 (February 1990): 103.

that the processes were not in conflict since they dealt with the improvement of instruction." <sup>1</sup>

Kelly and Taylor concluded by stating, "Both groups agreed that the processes of supervision and evaluation of instruction should be separate and could possible lead to role conflict when combined." <sup>2</sup>

Sergiovanni assessed the attitudes of principals toward teacher evaluation. "They spoke of supervision as a 'pro-forma task', an obstacle to improvement, artificial, detached, impersonal, and too hierarchical. They complained that teachers don't think rationally enough, don't plan, are not responsive to criticism, and are unable to see reality." <sup>3</sup>

According to Ness, "The administrator in charge of evaluation believes that teacher evaluation is too threatening to assist in the diagnosis of teaching strategies or effectiveness of instruction." <sup>4</sup>

Acheson and Gall contend that the building principal works in a situation filled with conflict, because he is forced to play two roles. The building principal is required to be an evaluator and a facilitator. Even though the building

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<sup>1</sup>Kelly and Taylor, 104.

<sup>2</sup>Kelly and Taylor, 104.

<sup>3</sup>Stanley and Popham, vi.

<sup>4</sup>Ness, 406.

principal attempts to help teachers grow as instructors, the principal is still required to make a written evaluation of the teacher's performance. Principals are assigned the task of improving teacher performance, while also accepting responsibility for the evaluation of teachers to determine promotion, tenure, and salaries.

Research on teacher evaluation supports the need for further study related to teacher and principal attitudes toward teacher evaluation. Most researchers conclude that teachers and principals agree that the primary purpose of teacher evaluation is to improve instruction. However, it appears that teachers and principals also agree that most teachers feel threatened by the teacher evaluation process. Much of this attitude comes from the use of the evaluation process as a tool to improve instruction as opposed to using it as a tool to determine the continuation or termination of a teacher's contract. The recent movement to implement merit pay adds to the conflict that exists.

Teacher attitudes toward evaluation may be affected by several variables, including : 1) frequency of observation, 2) criteria in the evaluation tool, 3) teaching experience, 4) the level of trust between principals and teachers, and 5) effective communication between principals and teachers.

While several researchers found that teachers hold negative attitudes toward teacher evaluation, some found that teachers believed evaluation was necessary, and contributed to their professional growth. Even though research concerning principal attitudes toward teacher evaluation is limited, the research showed that principals expressed the belief that teachers hold negative



attitudes toward teacher evaluation. Principals believe that teachers see evaluation as a threatening experience. Because there appear to be differences in the attitudes of teachers and principals toward teacher evaluation, further research on the attitudes of teachers and principals is appropriate.

In an article submitted to the National Elementary Principal in 1973, Robert Howsam wrote, "Never in the history of education in this country has there been so much external demand for evaluation. Rising costs, troubles within schools, loud voices of criticism, the specific attention of the federal government, and widespread emphasis on accountability are all factors contributing to the heightened interest. It would appear that responding to these pressures will be a major task of educators for some time to come." <sup>1</sup> Today, as in 1973, the same issues pose a challenge for educational leaders.

The implementation of an effective teacher evaluation system demands that teachers and principals agree on the primary purpose of teacher evaluation. If teacher improvement is the primary purpose of teacher evaluation, teachers must trust that principals can provide assistance that will improve teaching. If teachers are evaluated infrequently, and do not trust their principals, improvement will not occur through the evaluation process. To build a sense of trust, principals and teachers need to understand the attitudes they hold toward teacher evaluation. If teachers or principals view the evaluation

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<sup>1</sup>Robert B. Howsam, "Current Issues in Evaluation," National Elementary Principal 52, no.5 (February 1973): 12.

process as a threat to teachers, there is little potential for the improvement of teaching skills.

The teacher evaluation process may be used to improve teacher performance or to perform management functions. If the process is used only to perform management functions, teacher evaluation may be viewed as a threat to teachers. If teachers feel anxiety toward the evaluation of their skills, little improvement of those skills will occur. According to the literature, most teachers feel that teacher evaluation does not contribute to the improvement of their teaching skills.

The success of a teacher evaluation system depends on a mutual sense of trust and understanding. Principals need to be aware of the fears teachers have of teacher evaluation, and teachers need to learn how principals view the importance of the teacher evaluation process. Principals will benefit by learning what teachers believe the primary purpose of teacher evaluation is, and teachers need to learn if principals believe that teacher evaluation should be used to perform management functions, or if they believe the primary purpose of the evaluation process should be to help teachers improve their teaching skills.

## CHAPTER 3

### Design of the Study

#### Introduction and Purpose

The purpose of this study was to compare the attitudes of high school teachers and principals toward teacher evaluation and its purposes.

The study used a questionnaire as a data collection tool. The questionnaire was mailed to high school teachers and high school principals in Iowa. Teachers and principals were asked to respond to a series of descriptive questions as well as a series of statements related to their attitudes toward teacher evaluation and the purposes of teacher evaluation.

#### Construction of the Questionnaire

The questionnaire was developed in cooperation with a fellow researcher because of similarities of research topics. It was hoped that a cooperative effort would result in a better response than if each researcher sent separate packets to the same sample population.

Each selected teacher and principal received a two-part questionnaire. Part One consisted of demographic questions, found in Appendices B and D. Part Two consisted of statements related to teacher and principal attitudes toward teacher evaluation. (Appendix E) Respondents completed a Likert-type

scale by indicating their level of agreement with each statement. (Categories of responses included: Strongly Disagree; Disagree; Neutral Attitude Toward the Statement; Agree; and Strongly Agree.)

The demographic section of the questionnaire was similar for teachers and principals. Responses of teachers who returned the completed questionnaire were compared with the responses of principals who participated in the study. Comparisons were based on job category; teacher responses compared to principal responses.

Field tests were conducted in five Iowa high schools: Ballard (Huxley), Burlington, Garwin, Marshalltown, and Tri-Center (Neola). These high schools were selected because the principals in each school had been involved in post-graduate programs at Drake University and Iowa State University and would maintain the integrity of the field test process. The five schools were also representative of the student populations of the schools participating in the study. To get a true understanding of the attitudes of teachers and principals toward teacher evaluation, teachers and principals from schools of different student populations were selected to participate in the study.

From a sample of six names, randomly selected from a list of names provided by the Iowa Department of Education, each principal was asked to select four teachers in his or her high school building. Questionnaires were completed by the principals and teachers in a two week interval. The overall correlation of the scores from the field test indicated an acceptable level of reliability (.776). Revisions were made in the questionnaire, based on the

results of the field test. The questionnaire used in the field test is found in Appendix F.

The following items were removed from the original questionnaire as a result of the field test and recommendations of the dissertation committee:

Item 5--Teacher evaluation leads to improved instruction.

Item 8--The principal makes certain that teachers know and understand the criteria by which they are evaluated.

Item 10--The teacher evaluation process contributes to effective communication between the teacher and building principal.

Item 15--The teacher evaluation process contributes to the development of a cooperative atmosphere between the teacher and the principal.

One statement was added to the questionnaire that was used in the study: (Appendix E)

Item 12--The teacher evaluation process should be used to determine salary level and/or pay increases.

Four statements were changed to reflect the attitudes of the respondents as they related to their own experiences.

### Selection of Sample

Because of the wide range of school enrollments in Iowa, it was decided that stratified random sampling should be used to ensure that the proportion of subjects randomly selected from each enrollment group was the same as the

proportion of that group within Iowa's public school system.

A list of Iowa public high schools, including enrollment for grades ten through twelve, was requested from the Iowa Department of Education. An address label, giving the principal's name in each public high school was also provided by the Iowa Department of Education. The names were checked with those listed in the previous year's issue of the Iowa Educational Directory, published annually by the Iowa Department of Education. Because the study required that the principal had worked with the teachers in the high school for at least one year, high schools with new principals were dropped from the list.

After studying the enrollment figures and the administrative personnel information for each high school, it was determined that the size variables would be based on the presence of an assistant principal in the high school building as well as the high school enrollment. None of the high schools with less than 200 students employed an assistant principal. A few high schools with enrollments of 200-599 students employed assistant high school principals. All the high schools with 600 or more students employed assistant principals. The presence of an assistant principal was seen as a significant variable because of the additional time that might be available to the building principals for teacher evaluation in those high schools.

Based on these categories, 319 schools were identified for Category 1 (1-199 students), 102 schools for Category 2 (200-599 students), and 43 schools for Category 3 (600 or more students).

The questionnaire was mailed to a stratified random sample of 137 high

schools. Ninety-two high schools were selected from Category 1 (1-199 students), 31 high schools from Category 2 (200-599 students), and 14 high schools from Category 3 (600 students).

A list of those high schools was sent to the Iowa Department of Education with a request for a random sample of six teachers from each high school. Although four teachers would complete the questionnaire in each high school, the additional names were requested to allow for mid-year resignations, transfers, illnesses, or other factors.

#### Collection of Data

A packet of materials was mailed to the principal in each high school in February, 1987. Included in the packet was a letter to the principal (Appendix A), four copies of the teachers' questionnaire, with letters of explanation (Appendix C), and the list of the six teachers from which four were to be selected to complete the questionnaire. Teachers were asked to return their completed questionnaires to the office secretaries, who were to be instructed by the principals to mail the completed questionnaires to the researchers in the return envelope. Principals and teachers were asked to return the questionnaires within two weeks of their receipt.

The questionnaires were mailed in early February because that was considered to be a time in which fewer school activities were scheduled. The period when the principals and teachers would be completing the surveys was well after the start of the new semester and did not appear to conflict with key

grading periods.

Table 1 shows the number of teachers selected to receive the questionnaire and the number of teachers responding. The data are organized according to the school classification used on the questionnaire.

Table 1

Number of Teachers Responding to the Questionnaire

<u>Students in Grades 10-12</u>	<u>Teachers Selected</u>	<u>Teachers Responding</u>	<u>% Teachers Responding</u>
Category 1 (less than 200)	368	186	51%
Category 2 (200 to 600)	124	68	55%
Category 3 (more than 600)	56	34	60%
TOTAL	548	288	53%

Table 2 shows the number of principals selected to receive the questionnaire and the number of principals responding. The data are organized according to the school classification found on the questionnaire.



Table 2

## Number of Principals Responding to the Questionnaire

<u>Students in Grades 10-12</u>	<u>Principals Selected</u>	<u>Principals Responding</u>	<u>% Principals Responding</u>
Category 1 (less than 200)	92	52	56%
Category 2 (200 to 600)	31	21	68%
Category 3 (more than 600)	14	10	71%
TOTAL	137	83	61%

Differences in data collection techniques among districts were considered to be minor. Seven packets of questionnaires that were returned were not included in the analysis for the following reasons: (1) principal questionnaires were not completed/returned (five districts); (2) a principal questionnaire was filled out by a teacher (one district); and, (3) one teacher questionnaire appeared to be filled out by a teacher not on the random sample list sent with the packet of materials (one district).

### Treatment of Data

After the collection and coding of the data were completed, the data were entered into a computer for statistical analysis. The "SPSS-X" statistical package was used for analysis of the data.

The first task was to compare the level of agreement of teachers and principals with the survey items. Frequency distribution tables were used to show the frequency of responses to each of the twelve items in the questionnaire.

The likelihood ratio chi-square statistic was used to test the probability of the relationship of job category to responses to items 1-12. The likelihood ratio statistic is more likely to show differences between the responses of teachers and principals than other chi-square statistics. The likelihood ratio chi-square statistic is an appropriate statistic to use when testing for significance probability using ordinal data. To facilitate the data, and the large number of empty cells when using five levels of agreement, responses to items 1-12 were grouped into three categories: "Disagree," "Neutral," and "Agree."

## CHAPTER 4

### Analysis of the Data

The purpose of this study was to determine the purposes of teacher evaluation, according to high school teachers, and to compare their opinions with the opinions of high school principals. The study compared and contrasted the attitudes of high school teachers and high school principals toward the effectiveness of using the teacher evaluation process as a tool in improving teacher performance. Teachers and principals also were asked to respond to the suggestion that the teacher evaluation process is a threatening experience for teachers.

The following hypotheses were developed to accomplish the purpose of this study:

1. Teachers and principals agree that the primary purpose of teacher evaluation should be to improve teacher performance.
2. Teachers and principals agree that the teacher evaluation process is an effective method for identifying ways to improve teacher performance.

3. Teachers and principals agree that the teacher evaluation processes used in their schools lead to improved teacher performance.
4. Teachers and principals agree that the evaluation of a teacher's performance is essential to a teacher's professional growth.
5. Teachers and principals agree that teacher evaluation is necessary for the identification of weak or incompetent teachers.
6. Teachers and principals agree that the teacher evaluation process encourages teachers to evaluate their own teaching performances.
7. Teachers and principals agree that the teacher evaluation process is a threatening experience for teachers.
8. Teachers and principals agree that teachers are comfortable when principals make informal classroom observations.
9. Teachers and principals agree that teachers are comfortable when principals make formal classroom observations.
10. Teachers and principals agree that the principal's roles as evaluator and instructional leader are in conflict.
11. Teachers and principals agree that the teacher evaluation process should be used to determine salary level and/or pay increases.

### Survey Method

The questionnaire used in this study consisted of two parts. (Appendices B, D, E) The demographic portion of the questionnaire (Appendices B and D) identified characteristics of the teachers who responded to the survey. The

second part of the questionnaire (Appendix E) measured the level of agreement of teachers and principals to twelve statements relating to the purposes of teacher evaluation.

Questionnaires were mailed to 154 high school principals. Questionnaires were given to four teachers from each of the high schools in which principals received questionnaires. Eighty-three principals returned the questionnaires for a return rate of 61 percent. Two hundred eighty-eight teachers returned completed questionnaires for a return rate of 53 percent.

### Data Analysis

Frequency distribution tables were used to show the frequency of responses to each item in the questionnaire. Data from the tables were used to determine the level of agreement of teachers and principals with the statements in the questionnaire. The tables also show a comparison of the responses of teachers with the responses of principals.

For the chi-square tests, responses to items 1-12 were grouped into three categories: "disagree," "neutral," and "agree." This was necessary because of the large number of empty cells found when using five levels of agreement from the survey.

The following keys are used throughout this chapter to describe data that is contained in the tables:

KEY A: Key for Frequency Distribution Tables

Value=The level of agreement with each item.

1=Strong disagreement with the statement

2=Disagreement with the statement

3=Neutral feeling toward the statement

4=Agreement with the statement

5=Strong agreement with the statement

KEY B: Key for Tables Describing Effect of Job Category of Responses

to items 1-12

Disagree=Total responses from the "Strong Disagree" and "Disagree" categories

Neutral=Total responses from the "Neutral" category

Agree=Total responses from the "Agree" and "Strong Agree" categories

### EXAMINATION OF HYPOTHESIS 1

Hypothesis 1: Teachers and principals agree that the primary purpose of teacher evaluation should be to improve teacher performance.

Ninety-one percent of the teachers, and 95 percent of the principals agreed that the primary purpose of teacher evaluation should be to improve teaching performance. Seventy percent of the teachers, and 90 percent of the principals indicated strong agreement with statement. The most frequent response indicated strong agreement with item 1.

Table 3

Teacher and Principal Responses to Item 1: The primary purpose of teacher evaluation should be to improve teacher performance.

	Teacher Value Responses	% Teacher Responses	Principal Responses	%Principal Responses
1	8	3	3	4
2	6	2	0	0
3	11	4	1	1
4	61	21	4	5
5	<u>202</u>	<u>70</u>	<u>75</u>	<u>90</u>
TOTAL	288	100	83	100

	<u>Teachers</u>	<u>Principals</u>
Median	5.000	5.000
Mode	5.000	5.000

The likelihood ratio chi-square test yields a probability of .36489, in the relationship of job category to responses to item 1. The results are not significant at the .05 level. The results indicate that job category has little effect on responses to Item 1. Teachers and principals agreed that the primary purpose of teacher evaluation should be to improve teacher performance.

Table 4

Effect of Job Category on Responses to Item 1 of the Survey Instrument

		<u>Job Category</u>		
		Teachers	Principals	Row Total
Item 1	Disagree	14 4.9%	3 3.6%	17 4.6%
	Neutral	11 3.8%	1 1.2%	12 3.2%
	Agree	263 91.3%	79 95.2%	342 92.2%
	Column Total	288 77.6%	83 22.4%	371 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Probability</u>
Likelihood Ratio		2.01632	2	.36489

Table 5 shows the comparison of the frequency of teachers' responses to item 6 with principals' responses to item 6 of the survey instrument. Only 12 percent of the teachers, and 17 percent of the principals agreed that the primary purpose of teacher evaluation should be to determine the continuation or



termination of employment. It appears that high school teachers and high school principals agree that the primary purpose of teacher evaluation should be to improve teaching performance, rather than to determine the continuation or termination of employment.

Table 5

Teacher and Principal Responses to Item 6: The primary purpose of teacher evaluation should be to determine the continuation or termination of employment.

	Teacher Value Responses	% Teacher Responses	Principal Responses	%Principal Responses
1	136	47	41	49
2	81	28	18	22
3	37	13	10	12
4	29	10	10	12
5	<u>4</u>	<u>2</u>	<u>4</u>	<u>5</u>
TOTAL	288	100	83	100

	<u>Teachers</u>	<u>Principals</u>
Median	2.000	2.000
Mode	2.000	2.000

Job category appears to have little statistically significant effect on responses to item 6. The likelihood ratio chi-square test yields a probability of .45374, not significant at the .05 level. The majority of the respondents disagree with item 6.

Table 6

Effect of Job Category of Responses to Item 6 of the Survey Instrument

		<u>Job Category</u>		
		Teachers	Principals	Row Total
Item 6	Disagree	217 75.6%	59 71.1%	276 74.6%
	Neutral	37 12.9%	10 12.0%	47 12.7%
	Agree	33 11.5%	14 16.9%	47 12.7%
	Column Total	287 77.6%	83 22.4%	370 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Probability</u>
Likelihood Ratio		1.58047	2	.45374

Respondents to the survey agree that the primary purpose of teacher evaluation should be to improve teacher performance. Differences in teacher and principal responses to items 1 and 6 are not statistically significant. Hypothesis one is accepted.

## EXAMINATION OF HYPOTHESIS 2

Hypothesis 2: Teachers and principals agree that the teacher evaluation process is an effective method for identifying ways to improve teacher performance.

Teachers and principals agreed that the primary purpose of teacher evaluation should be to improve teacher performance. However, opinions may differ as to the effectiveness of using the teacher evaluation process to identify ways to improve teacher performance. Survey item 2 addressed the attitudes of teachers and principals toward the effectiveness of using the teacher evaluation process to improve teacher performance.

Seventy-four percent of the teachers and 78 percent of the principals agreed that the teacher evaluation process is an effective method for identifying ways to improve teacher performance. Because the median response and most frequent response for teachers and principals indicated agreement with the statement, it appears that high school teachers and high school principals agree that the teacher evaluation process is an effective method for identifying ways to improve teacher performance.

Table 7

Teacher and Principal Responses to Item 2: The teacher evaluation process is an effective method for identifying ways to improve teacher performance.

---

<u>Value</u>	<u>Teacher Responses</u>	<u>% Teacher Responses</u>	<u>Principal Responses</u>	<u>%Principal Responses</u>
1	4	1	4	5
2	16	6	4	5
3	54	19	10	12
4	148	51	35	42
5	<u>66</u>	<u>23</u>	<u>30</u>	<u>36</u>
TOTAL	288	100	83	100

---

	<u>Teachers</u>	<u>Principals</u>
Median	4.000	4.000
Mode	4.000	4.000

---

Table 8 shows the statistical significance of job category on responses to item 2. The chi-square test yields a probability of .28042. The results are not significant at the .05 level. Job category appears to have little statistical effect on responses to item 2. Teachers and principals agree that the teacher evaluation process is an effective method for identifying ways to improve teacher performance. Hypothesis two is accepted.

Table 8

Effect of Job Category on Responses to Item 2 of the Survey Instrument

		<u>Job Category</u>		
		<u>Teachers</u>	<u>Principals</u>	<u>Row Total</u>
Item 2	Disagree	20 6.9%	8 9.6%	28 7.5%
	Neutral	54 18.8%	10 12.0%	64 17.3%
	Agree	214 74.3%	65 78.3%	279 75.2%
	Column Total	288 77.6%	83 22.4%	371 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		2.54291	2	.28042

## EXAMINATION OF HYPOTHESIS 3

Hypothesis 3: Teachers and principals agree that the teacher evaluation processes used in their schools lead to improved teacher performance.

If teachers and principals agree on what the primary purpose of teacher evaluation should be, one might conclude they would agree that the teacher evaluation processes used in their schools lead to improved teacher performance. However, the effectiveness of the teacher evaluation processes used in the teachers' schools may not be perceived as processes that actually

lead to improved teacher performance.

Of the principals responding to the survey, 75 percent indicated that the teacher evaluation process used in their schools leads to improved teacher performance. The majority of the teachers agreed that the teacher evaluation process used in their schools leads to improved teacher performance, but a higher percentage of teachers disagreed with the statement than principals. The level of agreement among teachers was not as great as the level of agreement among principals, even though the most frequent response indicated agreement with the statement.

Table 9

Teacher and Principal Responses to Item 3: The teacher evaluation process used in my school leads to improved teacher performance.

---

	Teacher Value Responses	% Teacher Responses	Principal Responses	%Principal Responses
1	16	6	2	2
2	30	10	4	5
3	74	26	14	17
4	136	47	50	60
5	<u>32</u>	<u>11</u>	<u>13</u>	<u>16</u>
TOTAL	288	100	83	100

---

	<u>Teachers</u>	<u>Principals</u>
Median	4.000	4.000
Mode	4.000	4.000

The result of the chi-square test, shown in table 10, yields a probability of .00905. The results are significant at the .05 level. A statistically significant difference exists in the level of agreement between teachers and principals in their responses to item 3. Even though the majority of the teachers and principals agreed with the statement, the difference in the level of agreement between teachers and principals is statistically significant. The difference is sufficient to reject the third hypothesis.

Table 10

Effect of Job Category on Responses to Item 3 of the Survey Instrument

		<u>Job Category</u>		
		Teachers	Principals	Row Total
Item 3	Disagree	46 16.0%	6 7.2%	52 14.0%
	Neutral	74 25.7%	14 16.9%	88 27.3%
	Agree	168 58.3%	63 75.9%	231 62.3%
	Column Total	288 77.6%	83 22.4%	371 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		9.40978	2	.00905

## EXAMINATION OF HYPOTHESIS 4

Hypothesis 4: Teachers and principals agree that the evaluation of a teacher's performance is essential to a teacher's professional growth.

According to 76 percent of the teachers and 82 percent of the principals responding to the survey, the evaluation of a teacher's performance is essential to a teacher's professional growth. The number of teachers and principals who expressed strong agreement with the statement supports the conclusion that teachers and principals agree with item 4.

Table 11

Teacher and Principal Responses to Item 4: The evaluation of a teacher's performance is essential to a teacher's professional growth.

	Teacher Value Responses	% Teacher Responses	Principal Responses	%Principal Responses
1	7	2	2	2
2	16	6	4	5
3	45	16	8	10
4	116	40	35	42
5	<u>104</u>	<u>36</u>	<u>34</u>	<u>41</u>
TOTAL	288	100	83	100

	<u>Teachers</u>	<u>Principals</u>
Median	4.000	4.000
Mode	4.000	4.000



The result of the chi-square test, shown in Table 12, yields a probability of .33491. The results are not significant at the .05 level. The results of the test indicate that job category had little effect on the responses of teachers and principals who responded to the survey. Teachers and principals agreed that teacher evaluation is essential to a teacher's professional growth. Hypothesis four is accepted.

Table 12

Effect of Job Category on Responses to Item 4 of the Survey Instrument

		<u>Job Category</u>		
		<u>Teachers</u>	<u>Principals</u>	<u>Row Total</u>
Item 4	Disagree	23 8.0%	6 7.2%	29 7.8%
	Neutral	45 15.6%	8 9.6%	53 14.3%
	Agree	220 76.4%	69 83.1%	289 77.9%
	Column Total	288 77.6%	83 22.4%	371 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		2.18779	2	.33491

## EXAMINATION OF HYPOTHESIS 5

Hypothesis 5: Teachers and principals agree that teacher evaluation is necessary for the identification of weak or incompetent teachers.

The teacher evaluation process serves administrative functions as well as serving as an avenue for the improvement of teacher performance. Principals are assigned the task of identifying teachers who do not demonstrate effective teaching skills. Teachers and principals may disagree as to the propriety of using the teacher evaluation process to identify weak or incompetent teachers. Survey item 5 asked teachers and principals to respond to the statement that, "The teacher evaluation process is necessary for the identification of weak or incompetent teachers."

Sixty-nine percent of the teachers agreed that teacher evaluation is necessary for the identification of weak or incompetent teachers, while only 16 percent of the teachers disagreed with the statement. These figures compare favorably with the responses of the principals who responded to the survey. The data from Table 13 indicate that teachers and principals agree that teacher evaluation is necessary for the identification of weak or incompetent teachers.

Table 13

Teacher and Principal Responses to Item 5: Teacher evaluation is necessary for the identification of weak or incompetent teachers.

	Teacher Value Responses	% Teacher Responses	Principal Responses	%Principal Responses
1	16	6	3	3
2	30	10	7	8
3	42	15	7	8
4	104	37	29	35
5	<u>91</u>	<u>32</u>	<u>37</u>	<u>45</u>
TOTAL	288	100	83	100

	<u>Teachers</u>	<u>Principals</u>
Median	4.000	4.000
Mode	4.000	4.000

The results of the chi-square test, shown in Table 14, are not significant at the .05 level. There is little significant statistical difference between responses of teachers and principals to item five. Teachers and principals agree that teacher evaluation is necessary for the identification of weak or incompetent teachers. Hypothesis five is accepted.

Table 14

Effect of Job Category on Responses to Item 5 of the Survey Instrument

		<u>Job Category</u>		
		<u>Teachers</u>	<u>Principals</u>	<u>Row Total</u>
Item 5	Disagree	46 16.0%	10 12.0%	56 15.1%
	Neutral	42 14.6%	7 8.4%	49 13.2%
	Agree	199 69.3%	66 79.5%	265 71.6%
	Column Total	287 77.6%	83 22.4%	370 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		3.69077	2	.15796

## EXAMINATION OF HYPOTHESIS 6

Hypothesis 6: Teachers and principals agree that the teacher evaluation process encourages teachers to evaluate their own teaching performances.

Table 15 shows that 76 percent of the teachers and 72 percent of the principals responding to the survey agreed that the teacher evaluation process encourages teachers to evaluate their own teaching performances.

Table 15

Teacher and Principal Responses to Item 7: The teacher evaluation process encourages the teacher to evaluate his or her own teaching performance.

<u>Value</u>	<u>Teacher Responses</u>	<u>% Teacher Responses</u>	<u>Principal Responses</u>	<u>%Principal Responses</u>
1	5	2	0	0
2	23	8	6	7
3	40	14	17	21
4	132	46	41	49
5	<u>88</u>	<u>30</u>	<u>19</u>	<u>23</u>
TOTAL	288	100	83	100

	<u>Teachers</u>	<u>Principals</u>
Median	4.000	4.000
Mode	4.000	4.000

The chi-square test, shown in Table 16, yields a probability of .31533; not significant at the .05 level. Statistically, job category had little effect on responses to item 7. Teachers and principals responding to the survey agreed that the teacher evaluation process encourages teachers to evaluate their own teaching performances. Hypothesis six is accepted.

Table 16

Effect of Job Category on Responses to Item 7 of the Survey Instrument

		<u>Job Category</u>		
		Teachers	Principals	Row Total
Item 7	Disagree	28 9.7%	6 7.2%	34 9.2%
	Neutral	40 13.9%	17 20.5%	57 15.4%
	Agree	220 76.4%	60 72.3%	280 75.5%
	Column Total	288 77.6%	83 22.4%	371 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		2.30826	2	.31533

## EXAMINATION OF HYPOTHESIS 7

Hypothesis 7: Teachers and principals agree that the teacher evaluation process is a threatening experience for teachers.

The teacher evaluation process is sometimes used to determine the continuation or termination of a teacher's contract. Because teacher evaluation is often used to serve this function, it may be natural for teachers to feel threatened while being evaluated by their building principal. Survey item 8 asked high school teachers and principals to indicate if they believed the

teacher evaluation process was a threatening experience for teachers.

The teacher evaluation process was judged to be a threatening experience by 34 percent of the teachers, and 44 percent of the principals. The data shows some disagreement between teachers and principals when they were asked to indicate if teachers felt threatened by teacher evaluation.

Table 17

Teacher and Principal Responses to Item 8: The teacher evaluation process is a threatening experience for teachers.

Value	Teacher Responses	% Teacher Responses	Principal Responses	%Principal Responses
1	37	13	6	7
2	77	27	27	32
3	76	26	13	16
4	82	28	32	39
5	<u>16</u>	<u>6</u>	<u>5</u>	<u>6</u>
TOTAL	288	100	83	100

	<u>Teachers</u>	<u>Principals</u>
Median	3.000	4.000
Mode	4.000	4.000

The result of the chi-square test, shown in Table 18, yields a probability of .07118. Even though a higher percentage of principals agree with the

statement than teachers, the difference is not significant at the .05 level.

However, more teachers disagreed with the statement than agreed with the statement. Even though the different levels of agreement cannot be predicted statistically, based on job category, the difference in level of agreement leads to the rejection of hypothesis seven.

Table 18

Effect of Job Category on Responses to Item 8 of the Survey Instrument

		<u>Job Category</u>		
		Teachers	Principals	Row Total
Item 8	Disagree	114 39.6%	33 39.8%	147 39.6%
	Neutral	76 26.4%	13 15.7%	89 24.0%
	Agree	98 34.0%	37 44.6%	135 36.4%
	Column Total	288 77.6%	83 22.4%	371 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		5.28495	2	.07118



## EXAMINATION OF HYPOTHESIS 8

Hypothesis 8: Teachers and principals agree that teachers are comfortable when principals make informal classroom observations.

As part of the teacher evaluation process, building principals often "drop-in" on a classroom. These unannounced visits may be defined as "informal" observations of a teacher's classroom performance. While principals may view informal classroom observations as beneficial to the evaluation process, teachers may not be comfortable during these visits. Survey item 9 asked high school teachers and high school principals to indicate if they believed that teachers were comfortable when principals make informal classroom observations.

Table 19 shows that 43 percent of the teachers agree that teachers are comfortable when the building principal makes an informal classroom observation, while 32 percent of the teachers disagreed with the statement. Sixty-three percent of the principals agreed with the statement. There is a statistically significant difference in the level of agreement with item 9, when comparing the responses of teachers to the responses of principals. It appears that high school teachers and principals do not agree that teachers are comfortable when principals make informal classroom observations.

Table 19

Teacher and Principal Responses to Item 9: Teachers are comfortable when the principal makes an informal classroom observation.

<u>Value</u>	<u>Teacher Responses</u>	<u>% Teacher Responses</u>	<u>Principal Responses</u>	<u>%Principal Responses</u>
1	12	4	0	0
2	80	28	13	16
3	72	25	16	20
4	102	35	46	56
5	<u>22</u>	<u>8</u>	<u>7</u>	<u>8</u>
TOTAL	288	100	82	100

	<u>Teachers</u>	<u>Principals</u>
Median	3.000	4.000
Mode	4.000	4.000

The chi-square test yields a probability of .00132. The result is significant at the .05 level. Job category appears to have had some influence on responses to item 9. Teachers and principals do not agree that teachers are comfortable when principals make informal classroom observations. Hypothesis eight is rejected.

Table 20

Effect of Job Category on Responses to Item 9 of the Survey Instrument

		<u>Job Category</u>		
		Teachers	Principals	Row Total
Item 9	Disagree	92 31.9%	13 15.9%	105 28.4%
	Neutral	72 25.0%	13 19.5%	88 23.8%
	Agree	124 43.1%	53 64.6%	177 47.8%
	Column Total	288 77.6%	82 22.4%	370 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		13.2664	2	.00132

## EXAMINATION OF HYPOTHESIS 9

Hypothesis 9: Teachers and principals agree that teachers are comfortable when principals make formal classroom observations.

Teachers may feel comfortable during an informal classroom observation, but a formal classroom observation is usually used to determine the final evaluative report of a teacher's performance. This factor may cause teachers to feel less comfortable when the building principal conducts the

formal classroom observation. Survey item 10 asked teachers and principals to indicate if they believed teachers are comfortable when principals make formal classroom observations.

Thirty-nine percent of the teachers responding to the survey disagreed with item 10. The most frequent teacher response reflected disagreement with the statement. Conversely, 64 percent of the principals agreed that teachers are comfortable when the principal makes a formal classroom observation.

Table 21

Teacher and Principal Responses to Item 10: Teachers are comfortable when the principal makes a formal classroom observation.

---

Value	Teacher Responses	% Teacher Responses	Principal Responses	%Principal Responses
1	18	6	0	0
2	94	33	17	21
3	67	23	12	15
4	93	33	50	61
5	<u>15</u>	<u>5</u>	<u>3</u>	<u>3</u>
TOTAL	287	100	82	100

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	<u>Teachers</u>	<u>Principals</u>
Median	3.000	4.000
Mode	2.000	4.000

The result of the chi-square test, shown in Table 22, yields a probability of .00007. The result is statistically significant at the .05 level. Job category appears to have a direct relationship to responses to item 10. Teachers and principals do not agree that teachers are comfortable when principals make informal classroom observations. Hypothesis nine is rejected.

Table 22

Effect of Job Category on Responses to Item 10 of the Survey Instrument

		<u>Job Category</u>		
		<u>Teachers</u>	<u>Principals</u>	<u>Row Total</u>
Item 10	Disagree	112 39.0%	17 20.7%	129 35.0%
	Neutral	67 23.3%	12 14.6%	79 21.4%
	Agree	108 37.6%	53 64.6%	161 43.6%
	Column Total	287 77.8%	82 22.2%	369 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		19.0375	2	.00007

## EXAMINATION OF HYPOTHESIS 10

Hypothesis 10: Teachers and principals agree that the principal's roles as evaluator and instructional leader are in conflict.

The building principal is assigned the responsibility for encouraging teachers to improve their teaching skills. The principal is seen as the leader of the effort to develop a positive learning environment. The principal is also charged with the duty of evaluating teachers, which may lead to a recommendation to terminate a teacher's contract. This responsibility may detract from the principal's effectiveness as an instructional leader. Survey item 11 asked high school teachers and high school principals to indicate whether or not they believe the principal's roles as evaluator and instructional leader are in conflict.

Neither teachers nor principals agree that the principal's roles as evaluator and instructional leader are in conflict. The most frequent response of the teachers reflected mild disagreement with the statement while the most frequent response of the principals reflected strong disagreement with item 11.

Table 23

Teacher and Principal Responses to Item 11: The principal's roles as evaluator and instructional leader are conflicting roles.

---

Value	Teacher Responses	% Teacher Responses	Principal Responses	%Principal Responses
1	39	14	25	30
2	93	32	23	28
3	87	30	16	19
4	54	19	14	17
5	<u>15</u>	<u>5</u>	<u>5</u>	<u>6</u>
TOTAL	288	100	83	100

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	<u>Teachers</u>	<u>Principals</u>
Median	3.000	2.000
Mode	2.000	1.000

---

The result of the chi-square test, shown in Table 24, yields a probability of .08714. The result is not statistically significant at the .05 level. Job category may have some relationship to responses to item 11, but not enough to statistically predict responses based on job category. However, neither teachers nor principals agree with item 11. Hypothesis 10 is rejected.

Table 24

Effect of Job Category on Responses to Item 11 of the Survey Instrument

		<u>Job Category</u>		
		Teachers	Principal	Row Total
Item 11	Disagree	132 45.8%	48 57.8%	180 48.5%
	Neutral	87 30.2%	16 19.3%	103 27.8%
	Agree	69 24.0%	19 22.9%	88 23.7%
	Column Total	288 77.6%	83 22.4%	371 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		4.88050	2	.08714

## EXAMINATION OF HYPOTHESIS 11

Hypothesis 11: Teachers and principals agree that the teacher evaluation process should be used to determine salary level and/or pay increases.

In 1987, the Iowa Legislature passed a the Educational Excellence Act, which permitted teachers to receive salary increases for outstanding classroom performance. Performance-based pay has been a controversial issue in Iowa since passage of the bill. Even though the legislation has provided monetary



incentives for schools to implement performance-based pay plans, teachers and principals appear to resist the concept. Survey item 12 asked teachers and principals to indicate if they felt the teacher evaluation process should be used to determine salary level and/or pay increases.

Sixty-five percent of the teachers and 43 percent of the principals did not agree that the teacher evaluation process should be used to determine salary level or pay increases. The most frequent response of principals reflected a neutral opinion about the statement, while the most frequent response of the teachers reflected strong disagreement with the statement.

Table 25

Teacher and Principal Responses to Item 12: The teacher evaluation process should be used to determine salary level and/or pay increases.

	Teacher Value Responses	% Teacher Responses	Principal Responses	%Principal Responses
1	131	45	21	25
2	56	20	14	17
3	56	20	28	34
4	38	13	13	16
5	<u>6</u>	<u>2</u>	<u>7</u>	<u>8</u>
TOTAL	287	100	83	100

	<u>Teachers</u>	<u>Principals</u>
Median	2.000	3.000
Mode	1.000	3.000

The result of the chi-square test, shown in Table 26, yields a probability of .00091. The result is statistically significant at the .05 level. Job category appears to have a direct relationship to responses to item 12. Teachers disagreed with item 12 much more frequently than principals. Because neither teachers nor principals agreed that the teacher evaluation process should be used to determine salary level and/or salary increases, hypothesis 11 is rejected.

Table 26

Effect of Job Category on Responses to Item 12 of the Survey Instrument

		<u>Job Category</u>		
		Teachers	Principals	Row Total
Item 12	Disagree	187 65.2%	35 42.2%	222 60.0%
	Neutral	56 19.5%	28 33.7%	84 22.7%
	Agree	44 15.3%	20 24.1%	64 17.3%
	Column Total	287 77.6%	83 22.4%	370 100%
<u>Chi-Square</u>		<u>Value</u>	<u>DF</u>	<u>Significance</u>
Likelihood Ratio		14.0087	2	.00091

It was possible that "chance" may have accounted for statistical significance in at least one of the items on the survey instrument. Table 27 provides a review of the probability associated with the likelihood ratio tests for all items. The probability of job category having a relationship to the items was statistically significant in four cases. These four cases support the conclusion that significant probability was not strictly a result of "chance."

Table 27

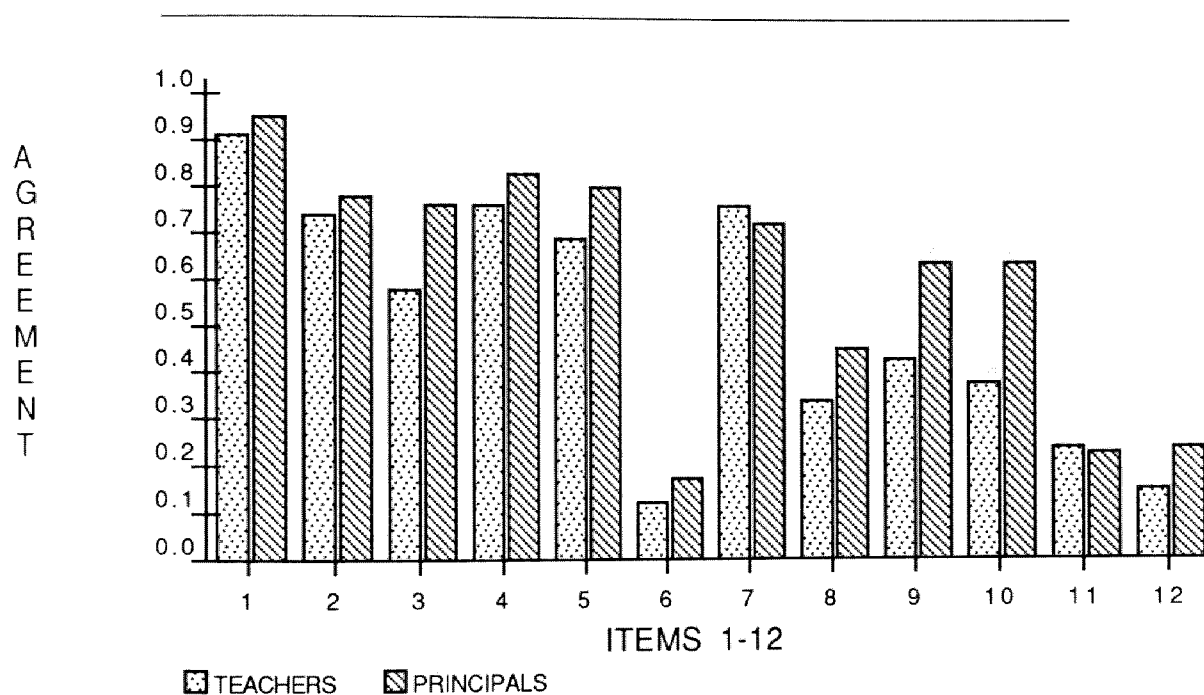
Statistical Significance: Item 1 Through Item 12

Item	Likelihood Ratio	Probability
Item 1	2.01632	.36489
Item 2	2.54291	.28042
Item 3	9.40978	.00905
Item 4	2.18779	.33491
Item 5	3.69077	.15796
Item 6	1.58047	.45374
Item 7	2.30826	.31533
Item 8	5.28495	.07118
Item 9	13.26640	.00132
Item 10	19.03750	.00007
Item 11	4.88050	.08714
Item 12	14.00870	.00091

Chart 1 provides a comparison of the level of agreement between teachers and principals for each of the items on the survey instrument. The chart shows the percentage of teachers and principals who agreed with items 1-12. The chart provides a graphic illustration of the level of agreement teachers and principals expressed for each survey item.

Chart 1

Teacher/Principal Agreement with Items 1-12



## CHAPTER 5

### Summary, Conclusions, Discussion, and Recommendations for Further Research

#### Summary

The purpose of this study was to compare the opinions of high school teachers and high school principals toward the purposes of teacher evaluation. The study also compared the attitudes of high school teachers and principals toward teacher evaluation.

The sample consisted of 137 high school principals and 548 high school teachers. Principals and teachers were asked to respond to a questionnaire related to the purposes of, and their attitudes toward, teacher evaluation.

Eleven hypotheses were tested. Frequency distribution tables were used to show the level of agreement of teachers and principals with each survey item. The likelihood chi-square test was used to determine the significance probability in the relationship of job category to responses to items 1-12.

The first hypothesis focused on the primary purpose of teacher evaluation. Two items from the survey addressed the primary purpose of teacher evaluation (item 1 and item 6). Teachers and principals agreed that the primary purpose of teacher evaluation should be to improve teacher

performance. Hypothesis one was accepted.

The second hypothesis stated that teachers and principals agree that the teacher evaluation process is an effective method for identifying ways to improve teacher performance. Little difference was found in the responses of teachers and principals to item 2 of the questionnaire. Teachers and principals agreed that the teacher evaluation process is an effective method for identifying ways to improve teacher performance. Hypothesis two was accepted.

The third hypothesis addressed the effectiveness of using teacher evaluation to improve teacher performance. High school principals agreed with the statement more strongly than high school teachers who responded to the questionnaire. Job category appeared to have a statistically significant relationship to responses to item 3. Even though the majority of teachers and principals agreed with the statement, the level of agreement among teachers was much lower than among principals. Because of the differences in the responses of teachers, as compared to principals, hypothesis three was rejected.

The frequency distribution statistics for teacher and principal responses to item 4 support acceptance of the fourth hypothesis. High school teachers and principals agreed that the evaluation of a teacher's performance is essential to a teacher's professional growth.

Hypothesis five focused on the use of teacher evaluation for the identification of weak or incompetent teachers. Even though teacher improvement was identified as the primary purpose of teacher evaluation,

teachers and principals agreed that teacher evaluation is also necessary to identify weak or incompetent teachers. Job category had little effect on responses to item 5. The fifth hypothesis was accepted.

The sixth hypothesis addressed the value of using the teacher evaluation process as a method to encourage teachers to evaluate their own teaching performances. A slightly higher percentage of teachers agreed that the teacher evaluation process encouraged teachers to evaluate their own teaching performances, but there was no statistically significant difference in the responses of teachers and principals. Since teachers and principals agreed with item 7, hypothesis six was accepted.

Hypothesis seven stated that the teacher evaluation process is a threatening experience for teachers. Differences were evident in the level of agreement with item 8, when comparing responses of teachers to the responses of principals. A higher percentage of principals responded that the teacher evaluation process was a threatening experience for teachers. Job category did not have a statistically significant effect on responses to item 8., but principals agreed with the statement much more frequently than teachers. Because teachers did not agree that the teacher evaluation process is a threatening experience for teachers, hypothesis seven was rejected.

Hypothesis eight stated that teachers and principals agree that teachers are comfortable when principals make informal classroom observations. Teachers indicated much stronger disagreement with item 9, than principals. Because of the difference in the level of agreement between teachers and

principals, hypothesis eight was rejected.

Statistically significant differences exist in the responses of teachers and principals to item 10 on the questionnaire. Principals agreed that teachers were comfortable during formal classroom observations but a large percentage of teachers disagreed with item 10. The likelihood chi-square test showed a direct relationship between job category and responses to item 10. Hypothesis nine was rejected.

Hypothesis ten focused on principals' dual roles as evaluator and instructional leader. Teachers and principals disagreed with item 11 on the questionnaire. Neither group believed that principals' roles as evaluator and instructional leader were in conflict. Job category did not have a statistically significant effect on responses to item 11. However, the majority of teachers and principals responding to the survey disagreed with the statement. Hypothesis ten was rejected.

Hypothesis eleven stated that teachers and principals would agree that the teacher evaluation process should be used to determine salary level and/or pay increases. There is a direct relationship between job category and responses to item 12 of the questionnaire. However, the descriptive statistics for teachers and principals showed that both groups disagreed with the statement. The strong level of disagreement led to the rejection of hypothesis eleven.



### Conclusions

1. High school teachers and principals agree that the primary purpose of teacher evaluation should be to improve teacher performance.
2. High school teachers and principals agree that the teacher evaluation process should not be used to determine salary level and/or pay increases.
3. High school teachers are not as comfortable during informal and/or formal classroom observations as principals believe they are.
4. High school teachers and principals agree that the evaluation of a teacher's performance is essential for a teacher's professional growth.

### Discussion

Data from the study indicates that high school teachers and high school principals agree that the primary purpose of teacher evaluation should be to improve teacher performance. Since teachers and principals agree on what the primary purpose of teacher evaluation should be, there appears to be opportunity for cooperation as teachers and principals work to develop effective teacher evaluation procedures. Teacher evaluation systems and procedures should be developed that stress improved teacher performance.

Teachers and principals responding to the survey indicated that the teacher evaluation process should not be used to determine salary level and/or salary increases. This conclusion gives additional support to the concept of developing teacher evaluation procedures that emphasize teacher

improvement. If the teacher evaluation process does not become entangled with merit pay, principals and teachers should be able to focus on teacher improvement during the teacher evaluation process.

High school teachers and principals responding to the survey agreed that the evaluation of a teacher's performance is essential for a teacher's professional growth. Data supporting this statement supports the conclusion that the primary purpose of teacher evaluation should be to improve teacher performance. High school principals may gain comfort from teacher responses that indicate teachers responding to the survey agree that teacher evaluation is important for a teacher's professional growth. Teachers responding to the survey believe teacher evaluation is important and necessary.

While teachers participating in this study indicated that teacher evaluation is necessary, they also indicated that they did not believe teachers were comfortable during formal and/or informal observations of their teaching performance. However, principals participating in the study indicated they believed teachers were comfortable during formal and/or informal observations. The results of the study indicate that teachers may feel more threatened by the teacher evaluation process than principals are aware.

If teachers do not feel comfortable during classroom observations principals may find it difficult to work cooperatively with teachers in attempts to improve teacher performance. Principals might use this information to plan for ways to lessen the threat that some teachers may feel during the observation of their classroom performance. To develop an effective teacher evaluation

system, teachers and principals must feel comfortable when the principal is observing the teacher's performance.

### Recommendations

Additional study regarding attitudes toward teacher evaluation is appropriate. Opinions related to the purpose of teacher evaluation are similar to those found in a review of related literature. Teachers and principals agree that the primary purpose of teacher evaluation should be to improve teacher performance. Additional study should focus on a variety of independent variables that might influence teachers' and principals' attitudes toward teacher evaluation.

Two variables that may influence attitudes toward teacher evaluation are years of professional experience and personal experience with teacher contract termination. Beginning teachers may hold different attitudes than teachers with five or more years of experience. A teacher who has been threatened with the termination of his/her contract may hold different attitudes toward teacher evaluation than a teacher who has not been threatened with contract termination. Frequency of classroom observations may influence teacher attitudes toward teacher evaluation and the purposes of teacher evaluation. Teachers who are frequently observed may feel more comfortable during the principal's observation of their teaching skills. Further research is necessary to

determine how factors other than job category influence a teacher's or principal's attitudes toward the purposes of teacher evaluation.

Other factors may also influence teachers' or principals' attitudes concerning:

1. the use of the teacher evaluation process to determine salary level;
2. the level of comfort teachers feel during their principal's informal or formal classroom observations;
3. whether or not teachers feel threatened by the teacher evaluation process; and
4. the effectiveness of using the teacher evaluation process in improving teacher performance.

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## APPENDIX A

## Introductory Letter, Principals

February 13, 1987

Dear Principal:

In our doctoral studies at Drake University, we have become interested in the evaluation process in Iowa high schools. This has been an especially timely issue in view of the new requirements for certification as an evaluator in Iowa schools. It is the purpose of our studies to discover the attitudes of high school principals and teachers toward evaluation instruments, and to further analyze what factors influence the frequency of instructional improvement conferences.

We would appreciate your contribution to this study by filling out the attached FORM P survey. In addition, we would like for you to select four teachers from the attached list and request that they fill out the FORM T surveys. Each teacher that you select from the list must have been evaluated by you at least once.

We have asked the teachers to return their completed surveys to your secretary who should return all five surveys to us when they are completed. A postage-paid envelope is enclosed for this purpose. If at all possible, we would appreciate the surveys being returned by February 28th.

In order to pair the responses by buildings for our study, we have numbered the questionnaires. Your answers, however, will be completely confidential.

Thank you for your assistance on our study. Your input will help to generate important information which can make upcoming staff development work on evaluation more meaningful. If you would like to receive a copy of the results of the total study, please give your name and address on a sheet of paper to the secretary and ask her to mail it to us in the return packet.

Sincerely,

Randy Flack

Jane E. Neff  
Box 410  
Nevada, Iowa 50201

## APPENDIX B

## Part One of the Survey Instrument, Principals

Principals, Please Indicate:

## 1. Your Age

- 1) \_\_\_\_ under 30    2) \_\_\_\_ 30-39    3) \_\_\_\_ 40-49    4) \_\_\_\_ 50 or above

## 2. Years of Administrative Experience

- 1) \_\_\_\_ 0-2    2) \_\_\_\_ 3-5    3) \_\_\_\_ 7-10    4) \_\_\_\_ more than 10

## 3. High School Enrollment

- 1) \_\_\_\_ less than 200    2) \_\_\_\_ 200-600    3) \_\_\_\_ more than 600

## 4. Highest Degree Held

- 1) \_\_\_\_ Masters    2) \_\_\_\_ Specialist    3) \_\_\_\_ Doctorate

## 5. Number of Assistant Principals in Your Building

- 1) \_\_\_\_ 0    2) \_\_\_\_ 1    3) \_\_\_\_ 2    4) \_\_\_\_ more than 2

## 6. Most recent enrollment in a college course for professional development

- 1) \_\_\_\_ current year    2) \_\_\_\_ 1-3 years    3) \_\_\_\_ 4-6 years    4) \_\_\_\_ more than 6 years

## 7. How often do you complete the formal evaluation process with each probationary teacher?

- 1) \_\_\_\_ not at all    2) \_\_\_\_ once each semester  
3) \_\_\_\_ once each year    4) \_\_\_\_ once every two years

## 8. How often do you complete the formal evaluation process with each tenured teacher?

- 1) \_\_\_\_ not at all    2) \_\_\_\_ once each semester  
3) \_\_\_\_ once each year    4) \_\_\_\_ once every two years

9. How often do you observe each classroom teacher in your building, other than for a formal evaluation?

1) \_\_\_\_ not at all

2) \_\_\_\_ 1-3 times a year

3) \_\_\_\_ 4-6 times a year

4) \_\_\_\_ more than six times a year

10. Have you recommended the termination of a classroom teacher's contract, based on your formal evaluation of that teacher's teaching skills?

1) \_\_\_\_ yes

2) \_\_\_\_ no

## APPENDIX C

## Introductory Letter to Teachers

February 13, 1987

Dear Teacher:

In our doctoral studies at Drake University, we have become interested in the evaluation process in Iowa high schools. This has been an especially timely issue in view of the new requirements for certification as an evaluator in Iowa schools. It is the purpose of our studies to discover the attitudes of high school principals and teachers toward evaluation instruments, and to further analyze what factors influence the frequency of instructional improvement conferences. Your input will help to generate important information to improve the quality of these educational processes.

We would appreciate your contribution to this study by taking ten minutes to fill out the attached survey. Your principal will also be filling out a similar survey. In order to pair the responses by buildings for our study, we have numbered the questionnaires. Your answers, however, will be completely confidential. If you wish, you may seal your survey in an envelope before you return it to your principal's secretary. She will mail all of the surveys from your building to us at the same time.

We would appreciate a response from your building no later than February 28th. If you are interested in receiving a copy of the results of our total study, please give your name and address on a sheet of paper to the secretary, and she will mail it to us in the return packet.

Thank you for your assistance on our study.

Sincerely,

Randy Flack

Please return to the principal's  
office by:

---

Jane E. Neff  
Box 410  
Nevada, Iowa 50201

## APPENDIX D

## Part One of the Survey Instrument, Teachers

Teachers, Please Indicate:

## 1. Your Age

- 1) \_\_\_\_ under 25    2) \_\_\_\_ 25-30    3) \_\_\_\_ 31-40    4) \_\_\_\_ over 40

## 2. Years of Teaching Experience

- 1) \_\_\_\_ 0-2    2) \_\_\_\_ 3-6    3) \_\_\_\_ 7-10    4) \_\_\_\_ more than 10

## 3. High School Enrollment

- 1) \_\_\_\_ less than 200    2) \_\_\_\_ 200-600    3) \_\_\_\_ over 600

## 4. Highest Degree Earned

- 1) \_\_\_\_ Bachelor    2) \_\_\_\_ Masters    3) \_\_\_\_ Specialist    4) \_\_\_\_ Doctorate

## 5. Most recent enrollment in a college course for professional development

- 1) \_\_\_\_ current year    2) \_\_\_\_ 1 to 3 years  
3) \_\_\_\_ 4 to 6 years    4) \_\_\_\_ more than 6 years

## 6. How often are your teaching skills formally evaluated by the administrator responsible for teacher evaluation in your building?

- 1) \_\_\_\_ not at all    2) \_\_\_\_ once each semester  
3) \_\_\_\_ once each year    4) \_\_\_\_ Once every two years

## 7. How often are you observed in the classroom, by your building administrator, on an informal basis?

- 1) \_\_\_\_ not at all    2) \_\_\_\_ once a year  
3) \_\_\_\_ twice a year    4) \_\_\_\_ three times a year  
5) \_\_\_\_ four times a year    6) \_\_\_\_ more than four times a year



8. Have you been faced with the termination of your teaching contract, based on the formal evaluation of your teaching skills?

1) \_\_\_\_ yes

2) \_\_\_\_ no

9. Has the contract of a teacher in your building been terminated, based on the formal evaluation of teaching skills?

1) \_\_\_\_ yes

3) \_\_\_\_ no

## APPENDIX E

## Part Two of the Survey Instrument

Please respond to the following statements by circling the number that corresponds to your level of agreement with the statements. Use the following scale to indicate your level of agreement.

1= strong disagreement with the statement

2= mild disagreement with the statement

3= a neutral opinion about the statement

4= mild agreement with the statement

5= strong agreement with the statement

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. The primary purpose of teacher evaluation should be to improve teacher performance.                             | 1 | 2 | 3 | 4 | 5 |
| 2. The teacher evaluation process is an effective method for identifying ways to improve teacher performance.      | 1 | 2 | 3 | 4 | 5 |
| 3. The teacher evaluation process used in my school leads to improved teacher performance.                         | 1 | 2 | 3 | 4 | 5 |
| 4. The evaluation of a teacher's performance is essential to a teacher's professional growth.                      | 1 | 2 | 3 | 4 | 5 |
| 5. Teacher evaluation is necessary for the identification of weak or incompetent teachers.                         | 1 | 2 | 3 | 4 | 5 |
| 6. The primary purpose of teacher evaluation should be to determine the continuation or termination of employment. | 1 | 2 | 3 | 4 | 5 |
| 7. The teacher evaluation process encourages the teacher to evaluate his/her own teaching performance.             | 1 | 2 | 3 | 4 | 5 |
| 8. The teacher evaluation process is a threatening experience for teachers.  | 1 | 2 | 3 | 4 | 5 |
| 9. Teachers are comfortable when the principal makes an informal classroom observation.                            | 1 | 2 | 3 | 4 | 5 |

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 10. Teachers are comfortable when the principal makes a formal classroom observation.             | 1 | 2 | 3 | 4 | 5 |
| 11. The principal's roles as evaluator and instructional leader are conflicting roles.            | 1 | 2 | 3 | 4 | 5 |
| 12. The teacher evaluation process should be used to determine salary level and/or pay increases. | 1 | 2 | 3 | 4 | 5 |

## APPENDIX F

## Survey Instrument, Field Test

Please circle the number that most nearly describes your level of agreement with each of the following statements. (1= strong disagreement with the statement; 5= strong agreement with the statement)

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | The teacher evaluation process is a threatening experience for teachers.  | 1 | 2 | 3 | 4 | 5 |
| 2.  | The principal's roles as evaluator and instructional leader are conflicting roles.                                    | 1 | 2 | 3 | 4 | 5 |
| 3.  | Teacher evaluation is an essential part of the total educational program.   | 1 | 2 | 3 | 4 | 5 |
| 4.  | The teacher evaluation process is essential to a teacher's professional growth.                                       | 1 | 2 | 3 | 4 | 5 |
| 5.  | Teacher evaluation leads to improved instruction.   | 1 | 2 | 3 | 4 | 5 |
| 6.  | Teacher evaluation leads to the dismissal of weak or incompetent teachers.  | 1 | 2 | 3 | 4 | 5 |
| 7.  | Teacher evaluation encourages self-evaluation on the part of the teacher.   | 1 | 2 | 3 | 4 | 5 |
| 8.  | The principal makes certain that teachers know and understand the criteria by which they are evaluated.               | 1 | 2 | 3 | 4 | 5 |
| 9.  | The teacher evaluation process is an effective method for identifying ways to improve teacher performance.            | 1 | 2 | 3 | 4 | 5 |
| 10. | The teacher evaluation process contributes to effective communication between the teacher and the building principal. | 1 | 2 | 3 | 4 | 5 |

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 11. | Teachers are comfortable when the principal makes an informal classroom observation.   | 1 | 2 | 3 | 4 | 5 |
| 12. | Teachers are comfortable when the principal makes a formal classroom observation.  | 1 | 2 | 3 | 4 | 5 |
| 13. | The primary purpose of teacher evaluation is to improve instruction.   | 1 | 2 | 3 | 4 | 5 |
| 14. | The teacher evaluation process is used to determine termination or continuation of employment.                                   | 1 | 2 | 3 | 4 | 5 |
| 15. | The teacher evaluation process contributes to the development of a cooperative atmosphere between the teacher and the principal. | 1 | 2 | 3 | 4 | 5 |